

**A STUDY OF
RELATION AMONG EDUCATIONAL OUTPUT,
WISDOM, CREATIVITY & EXPECTATION LEVEL
OF SCHEDULED CASTE STUDENTS**



THESIS

Submitted to

**BUNDELKHAND UNIVERSITY
JHANSI (U.P.)**

*for the Degree
of*

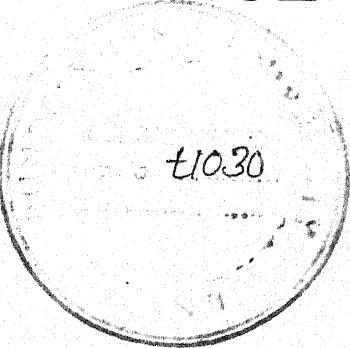
DOCTOR OF PHILOSOPHY

in

HOME SCIENCE

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Supervisor:

Dr. Meenakshi Singh



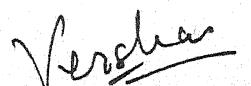
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Researcher:
Smt. Versha

DECLARATION

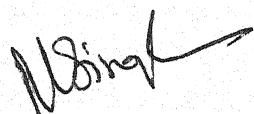
I, solemnly declare that this thesis entitled-
**"A Study of Relation Among Educational Output, Wisdom,
Creativity and Expectation Level of Scheduled Caste
Students"** submitted by me for the Ph.D. Degree in Home
Science of the Bundelkhand University, Jhansi, is
my own work and has not been submitted earlier.
However, if any thing contrary to this declaration is found
later on, I shall be fully responsible for the consequences
thereof.

Date :


(Smt. Versha)
Researcher

CERTIFICATE

Certified that the research work included in this thesis entitled- "A Study of Relation Among Educational Output, Wisdom, Creativity and Expectation Level of Scheduled Caste Students" is researcher's (Smt. Versha) own contribution. It was carried out under my guidance and supervision for more than 24 months.



Date :
(Dr. Meenakshi Singh)
Supervisor

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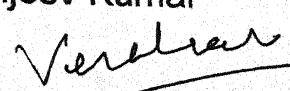
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CHAPTER-1

INTRODUCTION

CHAPTER-I

INTRODUCTION

In India the demand for education is constantly growing in almost all sections of the society. This demand for education has created a very strong awareness for education at least up to primary level. To achieve this objective, many a times efforts have been made to state the policy and the determination of the government, but every thing is unfulfilled till today. People in general, have started understanding and appreciating the values of education, even the remote villages are alive to this need, but unfortunately the total output in this country is not comparable even with the many smaller countries of the world. It means something somewhere is missing in the whole process of our education system.

Education plays a vital role in the building of a society. Modern societies cannot achieve their aims of economic growth and high cultural standards without making the use of the talents of their citizens. In a developing economy like India, the role of education is important in nation building. If democratic government and democratic way of life are to function properly and successfully, education must spread among all citizens. Proper development and maintenance of high level

administration, leadership, scientific and technological growth require men with good education.

In the ancient time the education in India was teacher centered. At that time, there were a number of 'Gurukuls' and 'Shiksha Sansthans'. There the students were completely guided by their 'Gurus', Gurus gave the education to their students about all the aspects of life.

Gradually the science developed, simultaneously the Psychology of child or student developed. So the teacher centered education gradually changed into the student or child centered education. In the child centered education, the main feature is the child. Child is free to gain the knowledge from everywhere. He/she is not bounded by the teachers. He/she is free to do everything but partially guided by the teacher.

The future of the students depends a lot on their academic performance and therefore, good educational output is desired by every student. But by his/her own limitations, he/she may not be able to achieve as much prestige or success as he/she feels, he/she needs because a number of factors like intelligence, creativity, educational output and expectation level (Level of aspiration) affects the student's achievement.

Educated parents know what education means, what are its benefits and how they are earned. They inculcate this sense in their children (students).

At present students academic competence is judged on the basis of performance in the final examination and the percentage of the marks obtained by him/her. On the basis of these marks students are placed in first division, second division, or third division. The students who secure first division are termed as high achievers and those who secure third division are termed as low achievers. Further on the basis of these marks only students are admitted in the higher classes and in various professional courses. It means that the marks secured by the students in their final examination, ultimately entitles them for better jobs, high social status ad other achievements in their different walks of life.

From the beginning of formal education great emphasis is placed on educational output. Generally the students are being selected or differentiated in the school on the basis of their educational output.

Educational output bring personal satisfaction as well as serial recognition, that is why achievements, whether in sports, school work, or social activities become such a strong interest as adolescence progresses.

However, if achievements are to bring satisfaction to students, they must be in area that are important to their peers and carry prestige in the eyes of the peer group. If their peers are interested in academic success, for example, good grades will be a satisfactory

achievement. If on the other hand, little prestige with athletic success, academic achievements will bring little satisfaction to the students.

THEORY RELATED TO EDUCATIONAL OUTPUT (C. ROGERS [1964]):

Success in achieving the goal of becoming a fully functioning person depends in part of our willingness to be open to experience. If we can develop and maintain openness. Our ability to function effectively as person is enhanced.

Rogers doesn't adhere to a stage theory but rather views all development as oriented towards the educational output of a "Fully functioning person" (Rogers 1961, 1962).

The educational output mainly depends upon student's intelligence and his/her parent status. If a student is intelligent he/she may adjust with his surroundings easily.

The term intelligence is generally used to refer to mental operations that are involved in solving problems which require forming of new associations. conceptualisation, dealing with symbols, particularly the abstract symbols and reasoning.

Alfred Binet defined intelligence in term of "the child's ability to act in relation to goal and to revise his

behaviour if need be to reach the goal". Intelligence has a series of relative independent qualities, which may exist in markedly different degrees with in the same student.

Intelligence provides the student with the capacity to meet and solve the problems. Direct intellectual capacities influence the kind of adjustment the person makes to his/her environment, to people and to himself/herself. Indirectly intellectual capacities influence the judgement other people makes of him.

Intellectual capacities follow their own individual development patterns. They differ in intellectual abilities some are bright, some are slow learners and some are average students.

THEORIES OF INTELLIGENCE :

Piaget's conception :

Piaget's concepts was based on his observations of children. According to him the unit of intellectual development was a scheme a unitary behaviour pattern, elicited by a stimulus in a predictable manner and can be coordinated with other patterns of behaviour. There are four stages essential for intellectual development. These are sensory motor stage, followed by preoperational stage, then stage of concrete operations and the last is the stage of logical and abstract thinking.

(1) The Sensory Motor Period :

This period of organization begins at birth. But at birth the organization consist only of congenital sensory motor schemata and these, as they are further coordinated and elaborated, continue to characterize intelligence through out the first 18 months or 2 years of the child's life.

(2) The pre operational period :

This period extends from 2 to 7 years of age, upto this period, the child becomes capable of a kind of representation by means of his/her own acts, Deferred imitation, symbolic play, the drawing of a graphic image, the "mental image" and verbal evocation are the patterns of representation and are completely centered in the child's own behaviour.

(3) The period of concrete Operations :

This level of operation begins at about 7 years of age and is generally characteristic of the thinking of school age children. At the concrete level of operations the representation is "decentered" from action. Instead, a mental re-presentation is invoked, but one which is tried to, or is a mental representation of concrete perceptual experiences. At this age the child has the ability to represent, what is not actually present to sense.

(4) Formal Operations :

During the age period of 12 to 15 years of age some very remarkable developments occur in the youngster's ability to think. He/she becomes capable of reasoning correctly about prepositions or hypotheses and capable of drawing the necessary conclusions from truths that are merely possible. The child can now try out hypothesis in his/her mind and discard those that are inappropriate. He/she can manipulate mentally one variable systematically until holding all others constant. In other words, formal operation thinking is the thinking which characterizes the scientist.

It is also a well accepted fact that academic achievement is a complex behaviour and is the resultant of a number factors, intellectual and non intellectual. Psychologists as well as educationists, since long, have been engaged in researches exploring all such factors. In the present era; special attention is being paid towards talent and brain power of the learners, which are considered to affect their scholastic performances.

Till recently, it was said that intelligence is the main contributor to the students achievements. But researches of Butcher (1968) and Cattell (1965) have shown that only Intelligence can never account for all the variables in academic achievement and sheer presence of Intelligence is not a full proof guarantee of better academic

achievement. It seems more plausible that along with some amount of Intelligence, students must possess some other important intellectual and psychological characteristics and they must have certain favourable socio cultural background factors, to translate their cognitive abilities into academic achievement. This necessitates to prove into the impact of non cognitive correlates of academic achievement.

Ideas start in the mind of peoples and work as drive to make them act accordingly and achieve better in life. One's desire or ambition to achieve success in difficult tasks and circumstances in all walks of life is specially termed as aspiration. According to Good (1959) it is the level of performance or the goal that a person (or group) desires or hopes to reach in a specified activity. Such a level of performance in the field of academic consideration/activities is specifically known as academic aspiration which refers to the students aim's, objectives, hopes, targets or activities set for achievement etc. One who aspires for better and higher performance, develops consistently a favourable attitudes towards the task which ultimately motivates the persons of constant work such continuous activities change his/her behaviour and help to form good study habits which facilitates learning and results better achievement in the classroom. This process operates in students at all levels of education. Primary school learner's academic achievement depends upon the

circumstances and conditions in their home as well as in the school for development of attitudes and formation of study habit. Education of the child starts at home and as such all the factors related with the family e.g. It's size, income, expenditure, prosperity, socio economic status, literacy and academic, background, number of earning members, structure of family i.e. joint or unitary type etc., influence his/her development and lay the foundation of future academic achievement, Similarly when the child enters school, resources and environment also start there function in shaping the academic attainment of the child.

The strong financial parents can provide them every type of facilities. i.e., so many types of books, tuitions, other sources of learning like news papers, magazines, television, radio and other audio visual aids. All these facilities may enhance his/her achievement up to considerable extent.

Segal (1949) has remarked that the educational progress of the child is influenced by the numerous factors that together make up his/her material and social environment, the health of the mother, the wages of the father, the condition of house, the security and insecurity of the family as a whole, their daily experiences, the papers and books they need. These and some other features of child's home life are bound to effect directly or

indirectly the success of the work in classroom and will largely decide its success or failures. Children possess individual differences in terms of their physical, mental and emotional make up. And due to this reason general mental abilities of children could not be considered as they only determinants of academic achievement. As intelligence, study habit and attitudes of pupils towards school and their study, different aspects of their personality, socio-economic status, conditions and size of family etc; directly or indirectly influence academic achievement of the child/learner. These are known as correlates of achievement. Such correlates of achievement comprises intellectual abilities and a lot of non-intellectual factors which seem to be important determinants of academic achievement. the non intellectual factors include psychological as well as social factors within and around the learners.

Creative art is mostly concerned with the soul of a human being and for this potential creativity education is touch stone which can prove it to be the truest and most valuable gift for the nation. The meaning of "Education" is derived from the two Latin words, "E" and "duco". The meaning of "E" is 'from within' and 'duco' is 'to take it out' (to bring it out) what is best in a child should be recognized and brought out by the magnetic power of education. In the same way, creative power is there in the

child but to feel it and to mould it perfectly according to the required situation is the sign of education.

Guilford (1966) "Creativity is the key of education in its fullest sense and to the solution of mankinds serious problems".

There are no two opinions regarding the importance of this valuable talent. Rasool (1977) has described that scientific researches gave us an idea that all of us are born with creative potential and if given proper environment and techniques, this potential can be recognized, nurtured and measured. Thus creativity is not a monopoly of a few if opportunities are provided every one has the potential to be creative in his/her own way (Mathur 1977).

THEORIES RELATED TO CREATIVITY :

Freud's Psychodynamics of thinking ;

Creativity may be assumed to be the function of environmental function and the personality of the individual child. Writers on psychoanalysis open stress that it is a genetic (development) as well as a dynamic theory-Hartman and Kris (1945).

Creative behaviour may be learnt and as creativity is a personality variable. This theory suggests, that the influences to which the young child is susceptible unusually will leave a permanent mark on his creativity,

while the problems have not been formulated clearly in terms of learning.

The authoritarian parents are dominating and show insufficient respect to the youngsters as individuals. Such parents have no room for the child's free expression of his/her feeling of hostility towards parents. One of the most impossible things for such parents is to listen to a new idea from their children. They make certain rules to control the behaviour of their children and these tight controls often accelerate the dependency-authority syndromes of the child and either impede creativity responses or channel creativity into rebellion- J.R. Gibb (1966). On the other hand, if parents permit children opportunities for democratic participation in home and they are given a measure of confidence and support by parents such conditions will be created in which children initiate, feel responsible for this process and feel free to create their own goals. According to Gibb (1966) in this situation children create more internal conditions which maximize the growth of creativity. But these parental child rearing behaviour will be influential only when they are perceived to be so by their children. thus, children's perception of certain child rearing behaviour of their parents may promote or inhibit the growth of creativity.

Piaget's theory :

The central assumption in Piaget's (1967) analysis of cognitive change in his belief that development

depends upon a continuous interaction between organism and environment an interaction which involves. On one hand environmental forces (People, objects, events) acting upon the child and on the other hand the child acting selectively upon the environment.

Piaget think ; "The human being is immersed right from birth in a social environment, which affects him just as the physical environment.

Society, even more in a sense than physical environment, changes the very structure of individual because it not only compels him to recognize the facts, but also provide him with a ready made system of signs and it imposes on him an infinite series of obligations. It is therefore, quite evident that social life may affect creativity as it affects intelligence through the three media of language, the content of interaction (values) and rule imposed on thought (Collective, logical or pre-logical).

Like Piaget 1971 Bruner 1962 also views creativity as a vital aspect of general intellectual development. their views on cognitive development focus on the recording of previously unrelated elements- Feldman (1973).

Creativity is associated with moving from one stage of cognitive development to another restoring equilibrium by reorganizing previously unrelated elements through a new set of rules.

The new stage is more stable, inclusive and encompassing than the previous one Flavell (1963).

Piaget sees the adaptive interaction between organism and environment as involving the complementary process of assimilation and accommodation. Assimilation names the process whereby the organism utilizes something from the environment and incorporate it.

Thus it becomes apparent that home environment and geographical environment may influence the development of creativity. No doubt the problem of creativity in Education and child life.

It is also noted or seen that the profession of parent some how effect the achievement of students, they are better in performance in comparison of those parents have not any time from their profession and also they are not educated upto the mark. It is also noted that parents behaviour or relationship effect of influence on the development of his characteristic style, way of life and achievement in general. So parents play a vital role in getting good achievement in their children.

NEED AND SIGNIFICANCE OF THE STUDY :

Education is very important means for the development of any community. In all countries of world, the role of education is proved necessary for the development

of human resource. In the Indian society, for the all round development of individuals & specially for the schedule caste & tribes the development of educational facilities was required. The education is necessary for the weaker section of our society. So that they can co-relate themselves in the changing environment of our present society. Education is the motivation for the schedule caste. So that they develop self confidence and ability to face new challenges.

From the British time, so many efforts are done to improve the condition of these castes. After independence, Central Govt. & the related state govt. are making so many plans to improve their educational & economic condition. In 1987-88 central govt. started a "MERRIT UNNAYAN YOGNA", for the educational development of schedule caste & schedule tribes. It added to improve the educational level of the students of these tribes. Every year University Grant Commission give junior fellowship to these students still their literacy percentage is very low and it's expansion is very slow. We feel the necessity to know the reason of educational backwardness after giving maximum educational facilities. To find it become necessary to know the wisdom (intelligence), creativity and expectation level (level of aspiration) of schedule caste student. For this purpose, I had taken up this topic for research.

After independence, India has become a democratic country and many changes are made in the constitution to give facilities to the citizens and to improve their life standard Indian constitution is not only the collection of rules & regulation but we see the soul of our country in it. It reflects the hopes, expectations and life aims of masses. In the Indian constitution we see the importance of past, struggle of present and the brightness of future. Constitution is only means, but aim is to maintain the freedom, equality and security of the country to get the Social, Economical & Political Justice for every Indian.

A democratic country can progress only when the special efforts are made for the socially & economically backward. The principle of democratic equality may work only when the whole country come on a level. Therefore in our constitution some permanent arrangements have been made to bring backward & scheduled section of the society upto the level of the rest of country and special protection have been provided for the cultural & linguistic & other rights of the several section of this society.

According to section 15 of constitution state will not differentiate with any citizen according to his religion, origin, caste, creed so or birth place.

According to section 16, state shall provide equal opportunities for appointment in state services.

According to section 17, untouchability is not to be practiced in any form. Practice of untouchability in any form is a punishable crime as per law.

According to section 19, state provide protection to every citizen for speech and oppression.

According to section 23, forcible taking any work from anybody is prohibited.

According to section 25, every citizen has right to work as per his wisdom & liberty to choose his religion.

Under section 29, state takes the responsibility of protecting minorities.

Under section 45, provides that all the citizen should be educated for the success of democracy & its longitivity.

Section 46, provides protection to the weaker section, schedule caste & schedule tribes for their Educational & Economic upliftment & against social injustice & discrimination.

Apart from these sections, legislature have permanent sections for the protection and special representation of scheduled caste & tribes.

According to section 49, state is responsible for the educational and economic development of schedule caste & tribe because democratic rule is of the people, by the people and for the people. In the democracy the top

power is visited in masses. For the democracy use of vote & right is must and for proper use of voting right voter should be educated one.

Indian society is divided clearly in two parts- upper class & lower class. People of upper class have every type of facilities due to their economic position whereas lower class find economic constraints at every steps proclamations of the government regarding equal rights become non realistic. Biggest top in our country is between 'SWARN' & 'HARIJAN'. Harijans are still untouchable in our society.

History of untouchable word is quite old. Commonly this is identified with the Gandhiji's coined word "Harijan". Their status have improved a lot due to reservation in government services. Indian government and government of different provinces have provided facilities to improve their educational level. Today, there are so many doctors, engineers and administrator from this section. However it is matter of consideration whether the expenses made by government for these sections has been properly utilized or not. Today equal opportunities and education are available to 'Swarn' & 'Harijans' and students of both sections are getting education in the same school and through the same teachers. Even then 'Harijans' are considering themselves backward. After 58 years of independence and any improvement was not seen in the educational output of Harijans.

There are so many causes for the quality of success of students in the schools in the particular subject. There educational advancement is directly related with wisdom. Creativity, interest in learning, memory learning habit and mainly their neighbourhood environment. In any study, it is not possible to study all these points, so in this research we shall include only Wisdom (Intelligence), Creativity, Educational Output (Academic Achievement) and Expectation level (Level of Aspiration). Students take no interest in the school work so there performance is unsatisfactory, so it is necessary to find the reasons for it.

Government and the other social institutions are giving economic help to this section but their performance is not appreciable. So, educationally, being a burning problem, we had selected this problem for research.

A study of relation among Educational Output, Wisdom (Intelligence), Creativity and Expectational Level (Level of Aspiration) of Schedule Caste Students of Jhansi Division.

To study the problem deeply, we had taken the equal number of girls and boys of General and Schedule Caste both from Rural and Urban background.

The result of this research shall help the government to spend proper money in proper direction for the upliftment of students of schedule caste.

STATEMENT OF THE PROBLEM :

The study taken up for investigation was stated as follows :-

"A study of Relation Among Educational Output (Academic Achievement) Wisdom (Intelligence). Creativity and Expectation Level (Level of Aspiration) of scheduled caste students".

CLARIFICATION OF THE TERMS USED :

The terms used in the problem have the following connotations. These connotations are specifically in relation to the present study.

(i) Schedule Caste :

From the ancient time our Indian society is divided in four parts- Brahmin, Kshatriya, Vaishya & Shudra. From the ancient time Shudra's were not in good position in our society. They are not acceptable in the society no other caste have any social relation with the people of this caste and so they called untouchables both socially and economically. Such people are very backward from the past.

In Karnataka, in the time of emperors such people were called 'Holia, Pethia, Veda, Korcha and Korma etc. Till 1909, such people are called according to their caste, but after 1909, they were called with the new name

'Panchmas'. After this, they were called 'Dalits', But in 1932, government officially defined them untouchables.

In 1933, Gandhiji coined the word 'Harijans' for this caste. Harijan word, means a persons who is liked by God. In Gujrati and Marathi, this word means a child whose parents are unknown, mean "pastard". So the word Harijan was not only disliked but it was regretted hatefully. Because of all these reasons, Dr. Bheem Roa Ambedkar opposed it and advised to use word "Protestant Hindu in place of word 'Harijans'. At last, in 1935, at the recommendations of 'Simon Commission', Indian government agreed with the word 'Schedule Caste'. For these people. Till today this word is used in governmental and non-governmental work. The word schedule caste is not defined in our constitution anywhere. In the section 341 of the constitution, the president has given right to the governor of each state that he at his own can notify the group of caste which are under schedule caste.

According to the U.P. Government order No. 1442-26-818, 57 years 1957, following people are in the category of schedule caste- "Domar, Dubab, Chamar, Karea, Bhuiyar, Maila, Bhat, Bodia, Beldar, Dhobi, Jatav, Valmiki, Bengali, Vanmanush, Kanjar, Kabaria, Khatig, Rovat, Saleria, Karol, Nut, Badhik, Vadi, Agaria, Hari, Hela, Majhvar, Majnavi, Parhia, Lanlbatti, Bahelia, Kairva, Dharmi, Bhat, Mushar etc.

(ii) Educational Output (Academic Achievement) :

"Educational output means to get satisfactory knowledge in the subjects being taught in schools. A written certificate shows the student's subject knowledge which inform about his/her work on subject. His/her daily, monthly and annual report shows his/her knowledge & proficiency. It also shows, the interest of a student in a particular subject so that he/she can get the higher educational value. For this a skillfull teacher try to use new techniques.

The basic purpose of education is related in the change of behaviour. In reality, a person is how much educated depend what he knows or how much knowledge he/she had earned but depends on what can he do ? To evaluate the ability is very difficult because firstly this type of scales are impracticable because desired behaviour appears late. Secondly natural behavioural chain is unavailable for the teacher or it can't be supervised. Third difficulty for the general opportunity for the demonstrative behaviour and attitude. Fourthly inequality in sample obtained by the different people's behaviour and attitude, Fifthly, it is valuable from the angle of time and business but it can't be used so it is impracticable. Although it is possible with some another methods and testing due to relative complicacy of analysis, these complicacies are relevant.

Because of all these reasons it is impossible & impracticable to presume the knowledge so it is easy to evaluate the student's reality with the marks obtained in the particular subject.

Academic achievement means marks and division of the students which they obtain after passing IX class i.e. now they are in X Class.

(iii) Wisdom (Intelligence)

'Budhiyarsyam Balam Tasya' means one who is wise, is strong. A human is considered best in all animals in the world because of his wisdom. By this man is motivated to do new works. But what is wisdom or intelligence ? What is it's structure ? What is it's aim ? from the ancient time there are many differences on this topic, Today also it is a matter of discussion between psychologist and educationist.

To know the wisdom or intelligence psychologist have given their view time to time but they are not agreed on one point but on the basis of their arguments we can define wisdom or intelligence as under Wisdom is an amalgamation of general, mental and by birth abilities by which a person get opportunity to do every work successfully. It is specially active in adjustment with the new environment. It is related to planning and reorganization of experiences. So this ability has special importance in our daily behaviour.

It is daily experience that after getting all the facilities, some people learnless whereas some learn, more in the scarcity, why it is so ? This is worth considering. Psychologist have told that personal identity is its reason persons differ not only in physical and mental qualities but they differ in intellectual qualities also. Their differences are by birth. Some people are less intelligent vise-versa. Others are intelligent by birth. So it is felt to measure the intelligence because of personal difference and problems of less intelligent children.

Binet (1905) was the first person was tried to measure intelligence scientifically, that why he was called to father of intelligence. According to him- "Intelligence is not only an act which can be measured by any experiment but it is complicated process of different abilities which work in totality.

INTELLIGENCE QUOTIENT :

Intelligence Quotient is the measurement for maturity, By this we can measure the intellectual level of any person. Intelligence quotient decide the intelligence of a person in any stage.

To know the intelligent, quotient of adolescents the researcher has maintained three level- (i) High I.Q. (ii) General I.Q. (iii) Lower I.Q. The formula of knowing I.Q. is
$$\text{I.Q.} = \text{Mental Age} \times 100 / \text{Physical Age (Real age)}$$

Expectation Level (Level of Aspiration) :

A desire to obtain the goal or value is called expectation and the sharpness of man towards these goals or values is called expectation level. Expectation level indicate towards a man's immediate goal which a man tries to achieve.

In our daily routine generally we see that some try to get more than they work on the other hand. Some hope for less. It means a man's working and thinking depend on his/her expectation level and this expectation level determine it's goal.

Firstly, Hoppe (1930) & Dembo (1932) defined the expectation level in reference to the "Difficult level". To define expectation level some psychologist have given their views-

Expectation level is called cognitive motivation because of its nature. It differ from person to person expectation and expectation level effect the man's life structure what does a man desire ? How much efforts he/she made for this ? How much he/she succeed ? It all depend on the expectation level of that person. Mental tension many occur because of expectation level but generally it is the people who desired for less and expect for high. Because of high expectation level and lack of abilities man is not able to achieve the goals and he become tensed, abnormal and un-adjustable.

(iv) Creativity :

Creativity is the ability to see new relationship between previously unrelated objects or ideas, to push boundaries beyond present knowledge and organize ideas aesthetically. originally in action or thought is creativity.

(v) Schedule Caste Students:

Those students who were studying in X class in secondary schools of Jhansi Division situated in rural as well as urban areas.

OBJECTIVES OF THE STUDY :

- (1) To study the relationship between educational output (academic achievement) and intelligence, (wisdom) of schedule caste students.
- (2) To Study the educational output & expectation level of Schedule caste students.
- (3) To study the difference between students of General Schedule Caste with regards to their educational output, creativity and expectation level.
- (4) To study the educational output, creativity and expectation level of scheduled caste students based on urban/rural background.

HYPOTHESES :

To achieve the above mentioned aims the following hypotheses have been framed and the study will specially be designed to test them.

- (1) Educational output and wisdom are co-related in schedule caste students.
- (2) Educational output and creativity are co-related in Schedule caste students.
- (3) Educational output & expectation level are co-related in schedule caste students.
- (4) There is a difference between educational output, creativity & expectation level of general and schedule caste students.
- (5) There is a difference in educational output, creativity, and expectation level of schedule caste students based on their sex.
- (6) There is a difference in educational output, creativity and expectation level of schedule caste students of rural and urban area.

BASIC ASSUMPTION :

The present study was initiated with the following basic assumptions :

- (1) Educational Output (Academic Achievement) was influenced by a number of factors.

- (2) The population from which the observation are drawn is normally distributed.
- (3) The sample is random and observations are independent.

PLAN OF ATTACK :

(1) Study of the Related Literature :

An up-to-date knowledge about the work already done by others in the field of research with which the present problem was related formed an integral point of the investigator's cognitive equipment. A survey of this related literature is presented in chapter two of this work. A bibliography, based on this survey, was prepared comprising of books, journals, encyclopedia, abstracts of the dissertations and thesis etc. and is attached to the appendix of this work.

(2) Delimitations :

In the context of the conditions prevailing and the time and resources available, the study was delimited with respect to the following :-

- (a) The study has been limited to Jhansi Division.
- (b) The study will be confined to 600 students who belong to schedule and general caste and from rural as well as urban area, of Jhansi Division.
- (c) It included both male and female students.

- (d) The study will be conducted on the X class students.

(3) Population :

There are about 25,000 students which are studying in class Xth of various senior secondary schools situated in Urban and Rural Areas of Jhansi Division

(4) Sample :

The sample was random. Six hundred students, from rural and urban background who belong to general and schedule caste was considered for the present work.

(5) Method :

The method adopted in the present study was the Descriptive Survey method.

(6) Tools used :

- (1) Record of Educational output (academic achievement)
i.e., marks of IX Class students.
- (2) A group test of intelligence for children (2/70) by Dr. R.K. Tondon.
- (3) Level of Aspiration (Expectation level) by Shah & Bhargava.
- (4) Creativity test by Dr. Baquar Mehndi.

(7) Collection of data :

The data were collected from different schools selected on the basis of random sampling and their students with the help of the above tools.

(8) Scoring and Tabulation of the Data :

The response sheets were scored according to the respective keys of the above scale and questionnaire, and the data were tabulated groupwise.

(9) Analysis of Results and Interpretations :

After the collection of data, they were analysed and interpreted with the help of a calculator. Various statistical techniques such as mean, S.D. and 'r' were applied for analysis and interpretation. the meanings were discussed in the light of various studies.

(10) Conclusions and Suggestions :

Conclusions were drawn on the basis of analysis and interpretation. The hypotheses and their related objectives were examined in the light of the study. Some suggestions were also, made for improvement in students achievements. A few limitations, under which this study was conducted, were pointed out to enable proper review of the findings and ultimate conclusions.

(11) Suggestions for Further work :

In the end, some suggestions for further research were also offered as no research is complete within itself.

(12) The Report :

The report of the study is submitted under various heads and in a chapter wise form as given below :

- (i) Acknowledgement
- (ii) Contents
- (iii) List of Tables

CHAPTERS :

- (1) Introduction
- (2) Review of Related Literature.
- (3) Method and Procedure
- (4) Analysis and Interpretation
- (5) Findings, their implication and suggestions for further research.

SUMMARY

REFERENCES :

- (i) Bibliography
 - (ii) Appendices
 - (a) List of Schools
 - (b) Tools
1. Record of Educational output (academic achievement) i.e., marks of IX Class students.
2. A group test of intelligence for children (2/70) by Dr. R.K. Tondon.
3. Level of Aspiration (Expectation level) by Shah & Bhargava.
4. Creativity test by Dr. Baquar Mehndi.

CHAPTER-2

REVIEW OF LITERATURE

CHAPTER-II

REVIEW OF LITERATURE

An essential aspect of research is the review of the related literature. Study of related literature implies locating, reading and evaluating reports of research as well as reports of causal observation and opinions that are related to the individuals planned research project.

The phrase "Review of Literature" consists of two words-Review and Literature. The word literature is used in research in reference to the knowledge of a particular area of investigation of any discipline. The term review means to organize the knowledge of specific area of research to involve an edifice of knowledge to show that his/her study would be an addition to this field.

It has been a tradition to consult and review the earlier works on the related topics before analyzing and investigating the problem in hand. The process of accumulation of scientific knowledge is slow, steady and gradual. One group of investigators builds on the work of other and in turn contributes their own share and which sometimes act as a precessor to future researcher. Sometimes the previous work puts a challenge or leads to disagreement on some derived theories. In some cases,

either an examination of specialized theory may leave many a problem unresolved or may give rise to new applications which may not be revolutionary in form but are meaningful from the point of view of gradual accumulation of scientific knowledge.

A review of related literature as under is not only a routine practice, but the investigator deeply probed into the previous investigations for the formulating and solution of her problem. Reviewing the literature with a high level of professional skill is not only demanding but also a rewarding experience that provides the inspiration for understanding a study and lays a sound foundation for the entire investigation.

A summary of the through survey made by the researcher of the related literature and studies conducted in India and abroad is given below.

STUDIES RELATED TO ACADEMIC ACHIEVEMENT :

(a) Achievement and High and Low Achievers :

Uhlinger and Stephens (1960) studied the relationship of achievement motivation to academic achievement in student of superior ability, found that high achievers showed a greater expectancy for academic success and higher minimum grade goals than did low achievers.

Todd, Torell and Frank (1962)

Comparing 177 bright achieving male students with 67 under-achievers concluded that the achievers had greater expectancy for academic success than the under achievers.

Muthayya (1965) compared high achievers with low achievers in scholastic field. He found no difference level, between the two grouped in intelligence, aspiration level, and frustration reactions, His results further revealed achievement to be negatively related to dominance among high achieving group and ego-defence response among low achieving groups.

K. Vishnoi (1974) He found that achievers are better adjusted than the low achievers in all the five areas of adjustment (Home, Health, Social, Emotional and School) as well as the total adjustment the personality and academic achievement of high and low achievers.

Jain (1975) found that bright achievers were characterized by better study habit and higher achievement motivation than the dull achievers.

ACHIEVEMENT AND ADJUSTMENT

Horrall (1957) tried to show the effect of achievement on the adjustment of the gifted. This study reported that a freshman scoring at 94th-100^{red} percentiles

in which the most brilliant and highest achievers showed the best over all adjustment. The low-achieving brilliant students showed very poor adjustment.

V.K.R.V. Rao (1968) found that personal adjustment as well as social adjustment play important role in the academic achievement and the personality growth of the Adolescents.

Sharma (1972) has found that (i) there were significant differences among the overachievers, average achievers, and under-achievers with regard to their adjustment in the school, home, social and religious and miscellaneous areas only; (ii) the over-achievers had better adjustment than the underachievers in all these areas of adjustment; (iii) three types of discrepancy scores were obtained the positive scores which indicated that the actual academic achievement scores exceeded the predicted academic achievement scores, the negative scores which showed that the actual achievement scores fell short of the predicted achievement scores and the null scores which showed an exact correspondence between the actual achievement score and the predicted achievement score. (iv) the discrepancy scores were independent of the errors of measurement, (v) those who had more effective adjustment in school, home, social, religious and miscellaneous areas were overachievers and those having less effective adjustment in these areas were

underachievers, and (vi) intelligence was related to adjustment in all these areas, which implied that adjustment was at least partly dependent upon intelligence.

Agarwal (1974) "A study of co-relates of achievement motivation", and concluded that all the adjustment factors were positively related to achievement.

ACHIEVEMENT AND SEX :

Comber and Keeves (1973) show that boys out performed girls in science subjects in 19 different countries.

Brophy and Good (1973) reported that girls read and write better than boys, one less likely to repeat grades or get into trouble and are likely better by teacher.

Maccoby and Jaclin (1974) concluded that difference in attainment are well established in the rest of Mathematics, spatial and verbal abilities, with boys excelling in the first two and girls in the latter.

Kelly (1978) have supported these general findings which also indicate a drift away from the science in the middle years of secondary education (DES 1985) as far as girls are concerned together with a lowering of attainment compared with boys (Key, 1987).

Huston, 1983, Maccoby & Jacklin, 1974, Meece, Parsons, Kaczala, Goff and Fulterman, 1982 studied the

female in our culture perform a little better than males on standardized tests of verbal ability, reading, verbal fluency and verbal comprehension. During elementary school, males and females, perform about equally well in mathematics, but males begin to do better in high school, and they clearly excel in college; males also perform better, on the Average on tasks that require visual spatial reasoning (for instance, imagining how a cube constructed of black and white blocks would look from another side or being able to read a map).

Stockard and Wood (1984) showed that boys tended to underachieve rather than girls at high schools in the U.S.A.

ACHIEVEMENT AND COMMUNITY :

Pandey (1974) formed academic achievement significantly related to urban and rural background.

Lalithamma (1975) has worked on some factors affecting achievement of pupils in mathematics. The study revealed that urban pupils were superior to rural pupils in mathematics. The achievement in mathematics was positively related to intelligence, interest in mathematics, study habits and socio-economic status.

R.P. Pandey (1977) concluded that academic achievement of adolescents were significantly related to

rural and urban background. The Industrial background was more favorable for high academic achievement than the rural background. Extrovert of Industrial area is positively related to achievement as compared to extrovert of rural area.

ACHIEVEMENT AND FAMILY BACKGROUND :

Morrow (1961) in a more controlled study compared family relations of bright high achieving and under achieving high school boys equated for grade in school, socio economic status and intelligence. He found that families of high achievers were significantly more likely to do things together share ideas and to involve their children in family decision making over all morale in these families was far higher than in the families of under achieving boys.

Bachman (1970) found that among X grade boys family relation was a better predictor of school attitudes than socio-economic status.

Arthur J. Oshea's (1970) study's aim was to determine whether academically bright high school male, high and low achievers differed significantly on certain non-intellectual variables. It was found that the low achievers has described themselves as having less satisfactory family relationship, as having weaker achievement

motivation, as being less aggressive, less persistent and less conforming.

Sharma R.P. (1972) conducted a study on 'Family relations and Academic achievement at various intellectual levels. He found that -

- (i) The acceptance was related to the achievement to some extent but it did not seem to be wholly responsible for good achievement. Apart from this other factors too influence the achievement.
- (ii) The avoidance was related with the achievement in the above average group. It is probably because the above average students have the capacity to reason out the avoidance, so that do not seem to be affected by avoidance, but the III divisioner in the above average group do not seem to be though skinned and reasonable against acceptance and avoidance.
- (iii) I and III divisioners who were average in intelligence did not seem to be affected by avoidance or acceptance but the III divisioners seem to be encouraged by acceptance and neutral to concentration and avoidance.
- (iv) Acceptance compensate the low intelligence and concentration or avoidance deteriorates.
- (v) The facts suggest that the highly accepted students becomes careless towards their studies

due to getting too much importance, where as slightly accepted students get and exercise their due so their achievement is better.

- (vi) It might be said that slightly concentrated above average students were affected by love, praise, hatred, etc. in respect to their studies.
- (vii) The achievement of the avoided students was not affected by avoidance, it might be because they can reason out the situation.

John Touliatos, Byron, W. Lindhoim and Amy Rich (1978) conducted a study on influence of family background on scholastic achievement. The main purpose of the study was to examine the influence of family background on Educational achievement for boys and girls and for different social classes. They found that -

- (a) Boys scored lower than girls on the CAT (California Achievement Tests);
- (b) The children from the higher social class did better than children from the lower social classes;
- (c) Children living with both natural parents had higher scores than those who were not considering ordinal position, middle children scored lower than the others and older and younger children and singletons did about the same and;

- (d) Considering number of other children in the family, students from smaller families and higher scores than students from larger families.

Harris, Dorothy Lee Brown (1979) studied the relationship of school behaviour and family background to academic achievement. They found that the predictability of achievement marks on the basis of family background was only slightly better than chance. Although not statistically significant there was a tendency in the group studied for achievement scores of students to be a function of family size, that is, students from larger families tended to score lower in reading, language and mathematics than did students from small families. Birth order was related to achievement in reading. The result did not establish any cause and effect relationship between mobility and student achievement. The number of parents residing in the home was not a factor in the academic achievement of the students in this study.

ACHIEVEMENT AND INTELLIGENCE :

Portenier (1935) reported the findings of his study concluded that intelligence was less significant factor in predicting academic achievement than were home background and certain personality characteristics.

Stanger (1961) observed that the relation between intelligence and academic achievement was

dependent upon certain personality factors, in as much as wide differences were observed between intelligence and academic of adjusted and maladjusted children.

Kundu (1962) not only found significant positive correlation between intelligence and academic achievement but also observed intelligence to be an effective predictor or scholastic achievement.

Muthoyya (1962) observed lack of relationship between intelligence and achievement.

Kurt Hass (1963) studied the personality needs of academically superior students. The study has shown significant high coefficient of co-relation between intelligence and achievement. Most of these range 0.50 – 0.70. It is almost evident that academically high achievers mostly come out of the gifted children.

Rastogi (1964) results revealed that-

- (i) The relationship between intelligence and interest in English and that between intelligence and achievement in science were found to be significantly positive;
- (ii) Interest and intelligence were found, more or less, equally co-related with achievement in English and with that in Science;
- (iii) Interest and intelligence were found to be related more with achievement than between each other;

- (iv) The relationship of intelligence with achievement in English and that of intelligence and achievement in science were found nearly to be the same and;
- (v) A combination of intelligence and interest was a better predictor of achievement in English and in Science than either interest or intelligence alone.

Bhatnagar (1968) has made an attempt to find out the relationship between certain personal variables and academic achievement of high school pupils. The study points out that though intelligence is a significant determinant of scholastic success, other factors like ~~various personality needs~~ also effect the nature and extent of school achievement. The implication of its findings for educational guidance and counseling of our students.

Beedawat (1976) studied academic under achievement among students. The main objective is to study the relationship between intelligence scores of under achievers and scores on (a) personality characteristics (b) factors of personality adjustment (c) motivation, and study habits. The findings of study was the proportion of underachievers among girls was large than that among boys.

A.A. Dhaliwal (1976) has quoted more than one thousand studies which confirm that intelligence and academic achievement are significantly co-related with each other.

Goswami (1982) found significant relationship between intelligence and academic achievement of the students.

Archana (1987) in her study stated that - (i) there is a relationship between students scholastic achievement and intelligence (ii) there is a positive relationship between academic achievement and adjustment.

Anupama (1993) in her study stated that (i) intelligence and achievement have positive co-relation with scholastic achievement, (ii) there are significant difference in intelligence, adjustment and scholastic achievement of students who belong to different professions.

ACHIEVEMENT AND CREATIVITY:

Thurstone (1963) had given variety of reasons why creativity and achievement may not be related on the contrary he hinted at the possibility of deterrent effect of creativity on scholastic achievement.

Torrance (1960) did not find any significant difference in the academic achievement of highly creative and highly intelligent students.

Holand (1961) found that students who were creative and responsible were high achievers.

Pathak (1962) and Flescher (1963) failed to observe significant relation between creativity and academic achievement of students.

Cline, Richard, Jr. & Abe (1962), Ehlers (1961), Mullins and Groves (1962), Yamamoto (1964) observed creativity related to academic performance of students.

Yamamoto (1964) found that highly creative students surpassed low creative children. The observation made was that the differences in school achievement were not due to the difference in IQ, but due to the differences in creativity, Yamamoto concluded from this evidence that there is a distinct relationship between creative ability and success in school learning.

Brown, Abeles and Iscoe (1954), Rao (1964), Flaherty and Reutzel (1965) found high achievers showing greater sense of responsibility and curiosity.

Yamamoto, (1964) Cropley (1967) obtained 'clear cut' result when they compared school performance of high school children with their creativity. Despite the difference of 20 points in I.Q. group performed equally well on Town tests of educational development. This was true for the whole sample as well as for boys and girls separately.

ACHIEVEMENT AND PARENT EDUCATION, OCCUPATION, HOME ENVIRONMENT AND PARENT INCOME :

Burt (1937) observed that "there is little direct effect of sheer poverty upon scholastic achievement but

the child from poor and uncultured homes may be less interested in learning because he receives insufficient encouragement at home, less cultural and thus though socio economic position of the child may not have direct relation to his achievement, but there is little doubt that it effects the emotional stability of the children which may result in low achievement.

Barlec (1956) observed that gifted students mostly come from homes where parents themselves are well educated.

Gordon (1959) found that the family of under achievers and overachievers differed, the overachievers parents tended to have some formal education and to be employed mainly in professional, managerial, proprietary and official.

Coster (1959) found that high income group students did better and continued their education in colleges while low income group students failed more and were also attracted toward vocational programmes.

Fraser (1959) found a close relationship between father's occupation and school success.

Sharma (1959) considered only parental occupational and tried to determine its relationship with school achievement. He concluded that occupational status of parents are positively related to school achievement of adolescent learners, students belong to

high and middle social classes, scored significantly higher than those who belong to low social class, though the mean achievement scores of students belonging to high and middle social classes found significantly indifferent from each other.

Hoffman Lipptt (1960) concluded that disturbances in the family relationship have an especially serious effect on school work which requires thinking.

Dave (1963) reported that co-relation between school achievement and school environment is higher than socio-economic status.

Dougalas (1964) reported that children tend to perform well when the parents take an interest in their education at home.

Chopra (1964) the findings of study : (1) none of the sons of fathers engaged in professional, administrative, executive and managerial jobs expected to discontinue education, the corresponding figures for the agriculturist and unskilled worker groups were as high as sixty four and sixty six percent, respectively : 96.09% of students who discontinued education attested the reason of poor economic conditions of the family,(ii) the percentage of failures among the students from the professional, administrative, executive and managerial groups was twenty seven, while that for the other groups ranged between fifty-nine and sixty-one, (iii) the percentages of

students securing first class marks were twenty eight and seven, respectively for the two groups, (iv) on the basis of father's education and occupation, family income, type of lodging, size of the family, cultural level of home, students belonging to the higher qualitative group showed significantly higher mean achievement than students coming from lower categories.

Elder (1965) categorized the family structure of seven types (i) Autocratic (ii) Authoritarian (iii) Democratic (iv) Equitarian (v) Permissive (vi) Laissez-faire (vii) Ignoring and showed that home of the democratic type was best it encourages achievement.

Indian Psychologists (Verma 1957, Thaker, 1960, Jain 1965) reported that family problems effect achievement which hinders school progress.

Wood (1966) tried to found out co-relation between economic condition of home and intelligence of the learner. He reported that the coefficient of co-relation between the economic status and academic achievement of student was 0.38 where as such relationship was of 40.26 only between economic status and intelligence of the learner.

Coopersmith (1967) found that the children of such parents were significantly lower in both achievement and self esteem than children whose parents had high but realistic expectations for them.

Srivastava (1967) reported that poor health and problems concerning family and school are found to be responsible for low achievement.

Srivastava (1967) investigated into the factors related to educational under-achievement of the students at school level and observed that underachievement is related to various background and personal factors of the learners like age, socio-economic status, father, occupation, size of the family, number of siblings, birth order, reading interests, failure in school examination and participation in games and sports etc.

Papstone & Wilpizeski 1960, Sears, 1957, Bandura and Waiters, 1959, Siegelman, 1965, Becker, 1964, Jenkins, 1968. The most significant aspect of home is the warmth of the relationship between parent and child. But rejection refers to the negative end of the acceptance. It has been reported in many studies that rejected children tend to be anxious, insecure, low in self esteem, jealous, attention seeking, aggressive hostile, lonely and slow in conscious development.

Satyanandan (1969), According to researcher, the children of graduate parents formed better than the children of matriculate parents, children of upper and lower and upper and middle economic strata only differed significantly on the variable of achievement.

Maccoby (1966), Scheinfed (1968), Silverman (1970), while Bardwick (1971) reported that higher achieving females had hostile mothers while higher achieving males had warm ones.

Pierce and Bowman (1960), Kalanidhi (1971) reported that high achieving boys see their mothers less strict, and more communicative and also see their parents more trusting, more encouraging of achievement and less restrictive.

Dave and Dave (1971) investigated to find out the relationship of some factors related to the home environment (Parent income, education, occupation, caste and religion) with the A.C. The sample consisted of 128 academically sound and 80 academically poor students of class VIII from 16 high schools of Dharwar, Hubly, Madras, Trivendrum and Hyderabad. The sample was selected through stratified random sampling technique. He found that high percentage of rank holders belonged to homes with higher parental income, occupation and education, whereas, a higher percentage of failed students belonged to homes having lower parental income occupation and education.

Woods (1972) in a study of fifth grade children of lower class working mothers, it was found that children of mothers who were employed full time away from home achieved better social adjustment and intelligence scores

than those whose mothers worked part time or worked at home.

Gupta & Kapoor (1969), Rastogi (1968), Bhatnagar (1967) Naidu and Aarson (1969), Wheeler & Wheeler (1972) reported that there is a close relationship between home environment and intelligence level and school achievement.

Reddy (1973) the variables of parental values on education, emotional climate in the home, parental encouragement, educational facility in the home were found significantly associated with academic achievement and the home environment appeared to be more prominent as potential predictor of academic achievement after intelligence. Kelly and Worell (1977) studied the parental expectation, a supportive warm home environment that encourages exploration curiosity, and self reliance leads to high achievement.

Tondon (1978) found the home environment not a relevant factor in the under achievement of female under achievers.

Dictata (1981) also observed socio-economic changes in families that occurred during the first six years of their child's life. Analysis indicate that the family social background affected the children's scholastic success was exerted by parental educational level and the least by

housing conditions. Changes were comparatively greater in case of boys students than in the girls.

Bhatnagar (1983) observed that (i) good family relations of mother and father influenced the achievement of the students (ii) high income of the parents also influenced the achievement (iii) girls students achievement is high than that of boys students.

Singh and Srivastava (1983) investigated the impact of parents literacy on the academic achievement of 85 first grade children (aged 6-8 years) and 80 fifth grade children (aged 10-13 years) who were divided into two groups, those with illiterate parents and those with literate parents. The subject scores on an achievement test indicated that while the younger subjects academic behaviour may have been influenced by parental literacy or illiteracy, the old subjects scores were affected by several others.

Sharma and Rajput (1988) in a study found significant difference between favourable and unfavourable family environment of student in respect of academic achievement., In both the group, Academic achievement of students of favourable family environment was higher than the student of unfavourable family environment.

ACHIEVEMENT OF PARENT ATTITUDE :

Holland (1961) found that achieving girls and under-achieving boys coming from stronger mother dominated homes.

Strang (1951) Show and Dutton (1962) observed incorrect parental attitudes producing a form of maladjustment which result in underachievement, similarly, Show observed disinterested attitudes of parents toward the children leading them towards underachievement.

Show (1964) found that the parents of high achievers stressed on their children a sense of responsibility and encouraged them to make their own decisions.

Teahan (1983) found mother of low achieving girls had stronger attitudes of domination and the use of discipline.

ACHIEVEMENT AND SOCIO-ECONOMIC STATUS :

Dookrell (1959) found that socio-economic index and performance in English and Arithmatic to be significantly and positively related.

Donovan (1962) observed significant difference between the high and low achievers with regard to their socio-economic conditions.

Sethi (1962) has investigated the socio-economic background of the low achievers. Socio-economic background were measured through a questionnaire. Intelligence capacities were measured through group intelligence test. The findings of the study

revealed that the facts show that low achievers definitely belong to the low socio-economic group, this difference may also be due to intelligence factor. The result shows that high achievers are coming from better educated homes.

Mathur (1963) has made an attempt on the socio-economic status on the achievement and behaviour of higher secondary school students. The tool used included the standardized test of intelligence of U.P. Bureau of Psychology. The SES scale the rating of independent judges on a five point scale according to the social prestige of the occupations. the results revealed that students of higher SES were younger than the students of lower SES. The percentage of students belonging to higher SES was higher for superior intelligence.

Brokow (1962), Burns (1946), Snieler and Linton (1964), Barger and Hall (1965) had shown that the high socio economic status was conducive to high academic achievement among students.

Wellington (1965) failed to observe significant difference between under and over achievers and their socio-economic conditions.

Singh (1965) failed to observe significant relation between achievement of students and their family income.

ACHIEVEMENT AND PERSONAL SOCIAL AND PEER RELATIONSHIP OF STUDENTS

Sandin (1944) observed that the failing students were significantly treated by both teachers and classmates as unfriendly, crude, and bullying and were also characterized as unhappy and quarrelsome.

Myer's (1950) found overachievers as having serious friends.

Illionis (1961) showed that high degree of peer acceptance was significantly related to high educational achievement of intellectually gifted pupils.

Copper and Lewis (1962) showed that the high achievers accorded high esteem to parents and estimated similarity between their own and their parents, social ideology they further found that intellectually superior male subject indicated a significant father preference.

Gill and Spilka (1962) found that achievers manifested significantly less hostility but more social maturity and conformity to rules.

Baraheni (1962), Hapkins, Mallison (1963) found that positive co-relation were observed between school marks and social sociometric status of the students.

Taylor (1964) also observed students acceptance by peers to be positively related to their level of achievement.

Wyer & Terrell (1965) found social group dependence related negatively to academic performance among males but not among females.

ACHIEVEMENT AND HEALTH :

Whipple and Verson (1957) learning may be affected by illness which reduces child's vitality and readiness to learn and which also causes irregular attendance at school.

Hapking, Mallison and Sarnoff (1958) also observed that failure or withdrawal from graduation was more disturbed by general health of students.

Clarke and Jarman (1961) found strength and physical growth of students to be positively related to achievement.

Jamura (1963), Robert (1962) did not find any significant relation between academic achievement and health of students.

Lindgren and Mellow (1965) observed that contrary to North American Children, Brazilian overachievers tend to report significantly more health problems.

Srivastava (1966) found underachievement to be significantly related to poor health of students.

Gupta (1973) has worked on health and its effect on academic achievement. The main findings of the study were that the greatest variation in height was observed in standard VIII in case of boys. In case of weight considerable variation was observed in different groups. All the physical measurements, chest, expansion showed the least co-relation to any of the other measurement considered in the study. The medical examination revealed that children in the sample did not show a very high standard of physical fitness.

ACHIEVEMENT AND IDENTIFYING MODEL :

Patel (1975) in a study attempted to assess (i) the degree of identification of talented students with their mother, father and teachers, (ii) The school achievement values attributed by the students to each of the identifying models; and (iii) the students' own achievement values, motivation to learn and behaviour orientation.

The following were the findings of the study: (i) academic achievement varied directly as a function of the degree of talent in both boys and girls; (ii) the talented average, and below average boys as well as girls differed significantly from one another on self achievement value father identification as well as father achievement value; (iii) peer affiliation orientation rather than peer identification varied directly as a function of the degree of

talented-ness among boys, (iv) talented boys differed significantly from average and below average boys in respect of motivation, mother identification, and peer achievement values, but the average boys did not differ significantly from below average boys in these respects, and (v) the talented average, and below average girls differed significantly from one another in motivation, mother identification as well as mother achievement value and peer identification as well as peer achievement value, but they did not differ in teacher in teacher identification; the talented and average girls also differed significantly from below average girls in peer affiliation.

ACHIEVEMENT AND ENVIRONMENT

Prasad (1977) has studied on the impact of social reinforcement on academic achievement. The important findings were that the experimental groups was significantly higher in academic achievement than control group. Socially reinforced group was also superior significantly in comparison to non-reinforced group.

Sinha (1983) worked on education of the gifted. Accordingly, not only is the teacher to play an important part in the early direction of the gifted, he/she is to be concerned with their scholastic as well as non-scholastic development in a significant way. It is also necessary to allow the gifted child all the maximum opportunities to

develop his/her creativity without burdening him/her with the weight of his/her own knowledge. The teacher's responsibilities would thus consist in (i) modifying the co-curricular programme in a way that more challenging subjects are included and improving more opportunity for creative work (ii) helping them to take up research oriented projects and (iii) providing them a rich environment to enable self directed work.

STUDIES RELATED TO INTELLIGENCE :

Intelligence and Sex

Maccoby and Jacklin (1974) found that men and women generally do not differ on tests that measure analyzing or problem solving abilities.

Sandhu, T.S. (1980) studied of student in the age group 11 to 15 years found that boys performed either equal or better than girls on the Piagetian type of tasks at the respective age level.

INTELLIGENCE AND AGE :

McCall et. al. (1973) studied the children whose IQs increased during early and middle childhood tended to be independent competitive and prove to take initiative, their parents encouraged intellectual accomplishment and used firm but rationally explained discipline. By contrast,

parents of children whose IQ's decreased used severe punishments in disciplining their children.

INTELLIGENCE AND SOCIO ECONOMIC STATUS :

Bayley (1970) studied that IQ differences between children of low and high socio-economic status become progressively greater between birth and entrance into school.

Nagar (1987) in her study that (i) girls are more intelligent in comparison to boys (ii) intelligence and socio-economic status condition have positive relationship.

INTELLIGENCE AND COMMUNITY :

Jaiprakash (1972) found that urban students had higher intelligence than rural and tribal student.

STUDIES RELATED TO CREATIVITY :

Creativity and Sex :

Pareek Hussain, Hargreaves (1977) found no difference between the creativity of boys a girls.

Prakash, Gagheja, Jain, Sharma (1979) males were foud to be significantly superior on verbal creativity.

Passi, Bedi, Singh, Rawat & Garg, Arira, Jarial (1981) have found that female students are more significantly superior to male students by verbal creativity.

Asthana (1988) found that high creative girls were less anxious than low creative girls. The anxiety of high creative girls was of moderate level and in low creatives it was higher.

CREATIVITY AND COMMUNITY :

Aaron Maubal and Malaleshi (1969) explored the difference in creativity among rural and urban children.

Sharma (1972, 1974) has reported rural children as more creative than urban children.

CREATIVITY AND ENVIRONMENT :

Lueisberg and Springer (1961) studied that creativity does not blossom in vacuum. The creative mind interacts vigorously with a nexus of supporting and stimulating factor in the environmental whether at home or at school.

Smith (1966), Feld (1967) studied the child rearing practices, reward and punishment in the family and need for achievement in the members of the family etc., also play important role in the development of creativity.

Roe, Weisberg and Springer Mackinnon, Anatasi, Oden (1968) studied the family background, education of the Parents, position of fame and honour held by the parents of others at home, in community and

neighbourhood feeling of superiority, the social and intellectual basis in the family, professional background and vocational independence of the parents have also been known to influence creativity of the child.

STUDIES RELATED TO ACHIEVEMENT, CREATIVITY & INTELLIGENCE :

Pathak (1961), Singh (1977), found that no relationship exist between creativity and scholastic achievement.

Badrinath and Satyanarayan (1979), Sandhu (1979) found that when the effect of intelligence was partialled out, creativity and scholastic achievement were not significantly related.

Bhattacharya (1979) investigated that levels of personality did not affect the intelligence and level of creativity also did not affect the intelligence. He found that higher creative secondary school students were more intelligent, less excitable and more adventurous than the low creative secondary students.

Asha (1980) and Jarial et. al. (1981) reported a positive relationship between creativity and scholastic achievement.

OTHER STUDIES :

Rao (1965), The study results that (i) The three independent variables intelligence, study habits and school

attitude were significantly related to the prediction of scholastic achievement, while socio-economic status was not (ii) the multiple co-relation coefficient between achievement score and the scores of intelligence, study habits and attitude towards school was 0.81, which was quite high. This indicated that one can place high reliance on the prediction of the scholastic achievement of a pupil from the independent variables, (iii) the variables intelligence, study habits and attitude towards school, accounted for sixty six percent of the predictability of the scholastic achievement and remaining thirty-four percent of the variance in achievement remained to be accounted for. The dependence of scholastic achievement on various other factors such as motivation and interest, the time available for study, level of aspiration, values etc. was generally recognized to explain this variance.

Singh (1967) investigated the relationship of intelligence, achievement, motivation manifest anxiety, extraversion, introversion and neuroticism or emotionally with the academic-achievement of the students. He found that (i) high and low-achievers were significantly discriminated (beyond .01 level) on all the variables namely intelligence, achievement, motivation, manifest anxiety, extraversion, intra-version and emotionality, (ii) science students scored significantly higher on the intelligence test than the art students, (iii) intelligence and academic achievement were significantly related (beyond

.01 level) and (iv) academic achievement was found to be positively and significantly related to achievement motivation and manifest anxiety at .01 level and with extra version, introversion and neuroticism at .05 level.

Dave (1971) has worked on the load of language learning, intelligence and academic achievement. The results revealed that no difference in verbal intelligence, non-verbal intelligence and academic achievement was found between pupils studying mother tongue for seven, eight, nine or eleven years. F test for any load and for any test was not significant except on the content text.

Thakur (1972) has studied the scholastic achievement of secondary school pupils. The major findings were that the group performance in all the branches of scholastic achievement did not differ significantly. The group performance of boys was superior to that of girls in all the branches. Scholastic achievement and intelligence were significantly associated. The correlation between achievement, motivation and science aptitude was significant for boys only.

Anand (1973) concluded that (i) the 't' values of scores on all the criteria tests were found significant. (ii) three SES groups differed significantly from one another in their nonverbal and verbal intelligence, high SES group achieved higher mean score than pupils in both low SES

group and middle SES group, whereas the mean score difference between middle and low SES group was not significant, (iii) the relationship between SES and academic achievement was found to exist even when the influence of intelligence to non-verbal as well as verbal type was partialled out, (iv) pupils studying through different media of instruction differed significantly from each other in their non-verbal and verbal intelligence, the English medium pupils showed higher non-verbal intelligence than the Kannada medium pupils, whereas the same kannada medium pupils showed greater verbal intelligence than the former, (v) students studying through kannad medium achieved significantly higher mean score than those studying through English medium, and (vi) the relationship of media of instruction to intelligence was found inconsistent, whereas that of socio- economic environment remained almost identical, the impact of socio-economic environment was found to influence mental abilities and academic achievement.

Reddy (1973) the main objectives of the study were to find out; (i) relationship between academic achievement in a subject or group of subjects at the first year degree examination and (a) intelligence, (b) need for achievement (c) personality, and (d) home environment of the students, (ii) the extent of relationship with academic achievement and their variation and contribution to academic achievement, and (iii) (a) extent of prediction of

academic achievement by four variables together, (b) relative contribution of each variable when acting along with others, (c) variation in contribution by four variables from subject to subject, and (d) whether these variables contribute differently to the prediction of achievement in the same subject.

Bhasin (1974) keeping in view the variables of intelligence, self-concept, sex, socio-economic status and teacher perception of students behaviour, it was found that those high on academic achievement, intelligence self concept and socio-economic status and high school perception. The girls exhibited higher school perception as compared to boys.

Abraham (1974) attempted to identify factors leading to under-achievement in English of secondary school pupils. Hypotheses relating to the different variable namely, attitude towards academic work, attitude towards English language interest; study habits, personal adjustment, social adjustment, socio-economic status, teacher effectiveness, sex, age, residence, and school category, were formulated.

The study revealed that (i) the achievement level was associated with attitude towards English, personal adjustment, social adjustment and socio-economic status, (ii) there was greater proportion of normal achievers among girls as against boys (iii)

underachievement was more frequent in rural school and over-achievement in urban schools, (iv) over achievers were proportionately more in private schools than in government schools, (v) underachievement was more in higher age group and overachievement was more in lower age group, (vi) the factor pattern of the total sample was significantly different from the factor pattern obtained for the underachievers and the overachievers, whereas it was highly comparable with the pattern obtained for the normal achievers, (vii) the three factors obtained were scholastic Disposition, General adjustment and social stimulation which accounted for variance of both general group and the normal achieving group, (viii) for the overachievers only Linguistic Disposition and General Adjustment were needed to account for total variance, (ix) for underachievers, Group Adjustment, Socio-personal Adjustment and Scholastic Disposition were found to be the factors responsible for explaining total variance.

Srivastava (1976) has studied the personality factors as predictor of academic achievement of high school students. The results revealed that reserve intelligent, submissive, adventurous, tender-minded and high strength of self sentiment were the typical personality characteristics of high achievers in the art groups. Out of 14 personality factors only seven factors, namely A, B, E, H, I, J and Q, differentiated high achievers in arts group from general population.

Yadav (1979) studied the role of intelligence, scholastic achievement, socio-economic status, values and needs as motives for vocational preferences. The descriptive method of research was used. Thurston's interest schedule, R.K. Tandon's Group Test of Intelligence, Jalota & Kapoor's socio-economic Status Scale Questionnaire, personal values Questionnaire by sherry & Verma and Tripathi, Personal preference schedule. The findings of the study were that (i) intelligence had positive relationship with vocational preferences of art students in physical science, biological science, executive, computational, persuasive, linguistic, humanitarian and artistic areas while for science students the relationship of intelligence with vocational preferences in physical Science, biological science and computational areas are negative, (ii) Scholastic achievement had positive co-relation with preference in biological sciences for art students and negative co-relation with preference in biological sciences, executive, persuasive, linguistic and computational area for science students, (iii) the most preferred vocational fields for adolescents were executive, linguistic and physical science while least preferred were musical, artistic and biological science areas and (iv) among the values family prestige, health, hedonistic, democratic and aesthetic were significant motives for vocational preference of adolescents.

Mehrotra (1982) observed that -

- (1) There is a positive relationship between intelligence and adjustment of college students, whose parents belong to different professions.
- (2) There is a positive relationship between intelligence and academic achievement of college students, whose parents belong to different professions.
- (3) There is a positive relationship between adjustment and academic achievement of college students, whose parents belong to different professions.
- (4) There is a significant difference in case of intelligence and adjustment and not significant in case of academic achievement between male and female students.
- (5) There is a difference in adjustment of different wards students.
- (6) There is a difference in intelligence of different wards students.
- (7) There is a difference in academic achievement of different wards students.

Sharma (1983) studied that self-concept and adjustment affected the academic achievement. The sample of 1060 students of both girls and boys between

age of 13-18 was drawn by random sampling from class X to XII. Ahluwalia's self-concept scale, Asthana's adjustment, Inventory, Rating scale and personal data Schedule had been applied as tools. The results revealed that the self-concept affected academic achievement. Adjustment did not influence academic achievement.

Bhatnagar (1983) observed that -

- (1) Good family relations of mother and father influence the achievement of the students.
- (2) High income of the parents also influence the achievement.
- (3) Girls students achievement is high than that of boys students.

Goel (1985) studied that -

- (1) There is a positive relationship between socio-economic status and intelligence.
- (2) It shows that if one has high socio-economic status and achievement.
- (3) There is a positive relationship between socio-economic status and achievement.
- (4) It shows that if one has high socio-economic status, his/her achievement will be high.
- (5) There is a positive relationship between intelligence and achievement.

- (6) It shows that if one has high intelligence, his/her achievement also be high.
- (7) The differences between means of boys and girls in socio-economic status, intelligence and achievement are significant and meaningful.
- (8) The mean values of boys ad girls show that the girls are better than the boys in socio-economic status, intelligence and achievement.

Kanchan (1985) studied that -

- (1) The gifted and the non-gifted (average) did not differ significantly in their adjustment almost in all the areas.
- (2) The gifted males were found to be significantly superior to the gifted females so far as their social adjustment is concerned.
- (3) The gifted students surpassed their counterparts in academic- achievement.
- (4) There was no significant difference in the academic achievement of the gifted students on the basis of sex.
- (5) The non-gifted females were superior to the non-gifted males in their academic performance.
- (6) Faculty played a significant role in differentiating the gifted and the non-gifted separately in regard to academic-achievement. The students of science

faculty had an edge over those of the arts faculty in their academic-performance.

- (7) It was found that academic achievement had positive and significant co-relation with educational adjustment of the gifted students of the arts group, while for the non-gifted students of the arts group co-relation of academic-achievement along with social adjustment was positive and with educational adjustment was negative but significant.

Yadav (1987) deals with an attempt to find out inter-co-relations among I.Q. age, academic achievement and parental income of 9th grade science students. The conclusions are (i) IQ is a reliable predictor of Academic Achievement, (ii) parental income seems to be a reliable predictor of better I.Q. and better Academic achievement of the subject.

Prof. H.D. Gurubasappa (2005) made an attempt to study the Adjustment and Mental Ability as Correlates of Academic Achievement of Secondary school students on a sample of 400 students of Tumkuer district of Karnataka & found that the well adjusted children in the school achieve high. The children with better mental ability will definitely achieve high. The product of learning that is academic achievement of students is certainly influenced by some psychological factors like adjustment and mental ability.

A review of the studies cited above lead us to the following conclusions.

All research work has generally been concentrated on achievement related to intelligence personality factors, socio-economic status and adjustment. But there were not a single study on Educational output (Academic Achievement) in relation with wisdom (intelligence), Expectation Level (Level of Aspiration), Creativity. Hence the present study aimed at to find out new dimensions which directly or indirectly influence the Educational output (Academic Achievement) of schedule caste and general students who belong to rural as well as urban background.

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CHAPTER-3

THE METHOD AND PROCEDURE

CHAPTER-III

THE METHOD AND PROCEDURE

Wherever the research is done, it is necessary to follow a scientific method of work for research. Research involves a more systematic procedure of investigation usually resulting in some sort of report of findings or conclusions than is necessary in any other field of human activity.

Every researcher has a systematic procedure for conducting his/her research in a scientific manner. In the present study the method applied is 'Descriptive Survey Method' as it has specific suitability to the work.. This method collects three types of information-what exists, what we want and how to get there and is this highly purposive (S.P. Sukhia). The method can best be characterized by the statement of F.L. Whitney- "It implies an organized attempt to analyse, interpret and report the present status of a social institution, group or area. It deals with a cross section of the present time and not the present moment. The purpose is to get group compared and classified, generalized and interpreted data for the guidance of practice in the immediate future."

In the present project the researcher wants to know the Educational output (Academic-achievement) in

relation to their Creativity, Expectation Level and Intelligence (wisdom) The aim of the present study could best be achieved by studying the Creativity, Expectation Level and Intelligence, by giving some test inventories to the general & schedule caste students. The descriptive method deals with the present. Hence it was decided to follow this method in order to reach meaningful conclusions.

SAMPLE :

Sampling is random 600 scheduled caste & general students were taken from different school of Jhansi division. The students belongs to rural & urban background.

USAGE OF TOOLS :

According to the purpose of the study the tools are also to be selected. The present study was mainly concerned with the study of student-achievement (Educational Output) in relation to their Creativity, Expectation Level and Intelligence (wisdom). To measure these variables the following tool has been used.

- 1- Record of Academic Achievement i.e. marks of IX class or Educational Output.
- 2- A group test of intelligence for children (2/40) by R.K. Tandon.

- 3- Expectation Level - Shah & Bhargava.
- 4- Verbal test of Creative thinking by Dr. Baqar Mehdi.

1- Academic Achievement (Educational output) :

The marks of IX Class Examination of each Schedule Caste and General students were recorded for Educational Output. Marks so obtained were converted into percentage.

2- A group test of intelligence for children (2/40) by R.K. Tandon :

For measuring the intelligence of the students' a group test of intelligence' by U.P. Bureau of psychology, Allahabad was used, Time limit for this test was 45 minutes. The scores obtained by any pupil on the test is obviously estimate of his/her ability in this regard. This test seems to be a satisfactory instrument for measuring general intelligence of the pupils.

Reliability :

Reliability coefficient was calculated by split-half method and corrected by Spearman. Brown formula, on the basis of random sampling. The reliability coefficient works out to be .96. It corresponds to a standard error of 3 points for child's I.Q.

Validity :

The validity of the test has not been given in the manual of instructions.

Scoring :

Scoring was done on the basis of the key provided by the author with the test. Tests were marked with a coloured pencil. Each item that is correct was marked with a tick (✓), and each wrong item with a cross (x), un-attempted items were left unmarked. The scores made on each page and also in the space provided on the title page.

One mark was given for each correct answer. No traditional marks were given in any case. In all items, except where otherwise stated, credit was given if the student's intention was clear and correct, although the method of answering might be wrong. Where a student has changed his/her answer, credit was given if the final intention was clear and correct.. If more than one answer was given, no credit was allowed. When a question required two responses, credit was given only if both responses were correct.

3- Expectation level - Shah & Bhargava :

(i) Selection of Level of Aspiration Test for Level of Expectation :

A review of the tools for measuring level of aspiration, indicated that many tests were used by the different investigators. The tools are presented in the following table.

Table-

Comparative Statement of Six Tests of Level of Aspiration

S.N.	Title of the Test	Prepared by	Reliability
1(a)	Rotter's aspiration Board	B.C. Muthayya	0.37
(b)	Symbol	--do--	0.18
(c)	Card Sorting	--do--	0.65
(d)	Finger Dexterity	--do--	0.59
(e)	Letter Cancellation	--do--	0.78
(f)	Computation	--do--	0.84
2-	Level of Aspiration	G.S. Bist	0.62
3-	Target siming Test	D.N. Sinha	0.32
4-	Level of Aspiration Questionnaire	B.P. Bhargava	0.38`
5-	Rorschah	S.K. Pal	0.37
6-	Level of Aspiration Test	M.A. Shah & Bhargava	0.84

From the table the level of aspiration test.' Constructed and standardized by Dr. M.A. Shah and Bhargava was selected to be used in this study with the following consideration :

- 1- This test was standardized on 600 Hindi-speaking students of Jhansi division ranging in age from 13 years to adulthood.
- 2- It can be used for both sexes.
- 3- This test effectively discriminates between over and under aspirants of both sexes.

- 4- This test was easily available and frequently used.
- 5- It was the most reliable tool to measure level of aspiration as compared to other tests as shown in table.
- 6- Its administration and scoring can be done easily. The test was less time consuming. It takes only 5 minutes and 20 seconds.
- 7- It was a comprehensive test which gives three types of scores (Mentioned above). The test provides a valid index of level of aspiration.
- 8- Percentile norms are also available for high average and low categories. Thus, its scores can be interpreted easily.

Level of Aspiration :

According to the authors of test manual, the first page of level of aspiration booklet contains general information of the testee ; instructions to the respondent and the scoring table while remaining eleven pages contains the performance sheet of this measure which are arranged in order of trial Nos.

The performance sheet has 50 circles of 1 cm. in diameter which are arranged in five rows- ten circles in each row. On above and below of these rows, there are two boxes on the right side. The upper box is for writing

the number of expected score i.e. aspired performance where the lower box is for putting the number of actual score or completed performance i.e. actual score. Ten trials are needed for each subject except practice trial. Time given for each trial is 30 second. The students are asked to draw four lines in each circle so that it might appear a human face. The test provides three types of scores given below :-

- (i) Goal discrepancy score ($GDS = \text{Expected score} - \text{Actual past performance}$).
- (ii) Attainment discrepancy score ($ADS = \text{Expected score} - \text{Actual score of the same trial}$).
- (iii) Number of times, the goal reach score (NTRS).

Reliability :

The reliability of the test is calculated by Test - Retest method and split half method given in Table.

Table-

Method	N	GDS	ADS	NTRS
Test- Retest (with a gap of one month)	100	0.88	0.82	0.86
With a gap of 3 month	60	0.72	0.75	0.74
Split Half	60	0.77	0.69	0.78

Validity :

The index of validity of this test is not known. It may be stated that no test of level of aspiration has made

any mention of validity coefficients. Perhaps the question of validity is not relevant to the study of level of aspiration. In this context, Muthayya (1959)⁶ writes, 'Level of aspiration behaviour remains constant regardless of means used to measure it.' Muthayya's argument is understandable because question of validity arises when a behaviour is inferred from another behaviour indirectly. In this situation, the respect is involved in actual task proposed by him and situation is by and large realistic for him.

Still the authors tried to found out the validity coefficient with few task and obtained 'r' values between the present measures and different external criteria are found. Significant at .01 level, hence the test is having satisfactory validity. The total of 'x's in the space marked raw score, field the raw score in each field was calculated.

(iv) Administration of the Test of Level of Aspiration :

The following instructions which are also mentioned on the first page of booklet are to be given to the respondent before the actual work begins :-

"You are going to do a simple task, you have a page containing 50 circles in front of you and have to draw four lines in these circles, so that they may appear like a human face.

You must draw the line in this sequence Right, eye, Nose and Mouth. Work from left to right across the rows and then proceed to the next row.

For each trial 30 seconds are allotted for work and at the end of this time, you will be asked to stop the marking and count the number of completed faces and enter it in lower box. This trial will be treated as practical trial. In the following trials you have to do the same thing along with to put the number of faces in the upper box which you intend to complete within 30 seconds time on the basis of last actual performance. Thus you have to complete 10 trials for actual work."

Eleven trials by all students were taken because the practice trial was ignored in the scoring and last trial (tenth) ensured that the subject would state a goal.

Scoring :

The process of scoring is simple. It provides three types of scores :-

(i) Goal Discrepancy Score :

The extent of the direction of differences between actual score on the previous trial and goal set up of next trial is known as goal discrepancy or G.D. score which was obtained by subtracting the actual score on a trial from the aspiration score (Goal set up score) for the next trial. Thus in other words, goal discrepancy is a gap between aspiration for the next trial (expected score) and the immediate performance on previous trial. According to Frank (1935)⁷ this goal discrepancy is a permanent characteristic of personality.

(ii) Attainment Discrepancy Score (ADS) :

Related to the concept of goal discrepancy is the attainment discrepancy (Lewin 1944). It was the difference between aspiration (expected score) and achievement (actual score) on the same trial. Thus to obtain ADS expected performance was subtracted from the actual performance. Therefore ADS will be positive when actual performance is more than the expected performance and negative when expected performance is higher than the actual performance. The size of the discrepancy shows the extent to which one surpasses or fails to reach his goal.

(iii) Number of times the Goal Reach Score (NTRS):

This may be obtained by the number of times where his/her actual score is equal or more than the expected score. Though subjective probability of success is measured indirectly from discrepancy and attainment discrepancy score, but it can also be measured directly by NTR score which provides an index of subject's actual probability of reaching his/her stated goal.

In the present study G.D. Scores have been taken as the index of level of aspiration. Mean was found by averaging the G.D. Scores for 10 trials. The standard scoring procedures given in the manuals were follows.

COLLECTED DATA WILL BE TREATED STATISTICALLY :

Scientific analysis is considered complete only if it is subjected to some form of statistical processing for the analysis of data following statistical processes have used :

- 1- Preparation of frequency distribution for total sample.
- 2- Preparation of frequency distribution for boys and girls physically handicapped students.
- 3- Preparation of frequency distribution for rural and urban physically handicapped student.
- 4- Graphical Representation of the data.
- 5- On the basis of frequency distribution high and low creative physically handicapped students was selected.
- 6- To take the hypothesis and significance of the difference between means : Mean, S.D., C.R. and Z-values were calculated.

The value of 't' was tested on .05 and .01 level of significance.

Formulas given by Guilford in his book were used for all the calculations.

VERBAL TEST OF CREATIVE THINKING :

The verbal test of creative thinking is a part of the Torrey-C of activity test developed and standardized

creative talent at all the
primary and primary. In this
most important three traits,
originality have been
namely, consequence
originality test and product
required for administering
description of the activities is

test consists of three

man could fly like birds ?

schools has wheels ?

man does not have any

inquired to think as many
responses as he can, and write
the space provided in the
hypothetical, minimize the
provide the subject with an
like responses. The test
nation and originality. An
booklet to acquaint the
test. The time allowed for

(ii) Unusual Uses Test :-

This test presents the subjects with the names of three common objects- a piece of stone, a wooden stick, and water and requires him/her to as many novel, interesting and unusual uses of these objects as he/she may think of. The example given on the best booklet properly acquaints the subjects with the nature of the task. This test measures the subject's ability to retrieve items of information from his/her personal information in storage. Evidently, it measures also the subject's ability to shift frames of reference to use the environment in an original manner. The time allowed for the three tasks is five minutes each.

(iii) New Relationships Test :-

This test presents the subjects with three pairs of words apparently different tree and houses, chair and ladder, air and water, and requires him/her to think and write as many novel relationships as possible between the two objects of each pair in the space provided. The test provides an opportunity for the free play of imagination and originality. The time allowed for each pair of word is five minutes.

(iv) Product Improvement Test :-

In this test the subject is asked to think of a simple wooden toy of a horse and suggest addition to new

things to it to make it more interesting for the children to play. The time allowed is six minutes.

Reliability and Validity :

The test retest reliabilities of the factor scores and also the total scores were obtained on a sample (N-31) and are given below :

Fluency	Flexibility	Originality	Total Creativity Score
0.945	0.921	0.896	0.959

Inter-scorer reliabilities for the factor scores in one study were found to range from 0.653 to 0.981.

The validity co-efficient for each factor were calculated on a sample of 300 subjects and are mentioned below :-

Fluency	Flexibility	Originality	Total Creativity Score
0.40	0.32	0.34	0.39

The item-sum correlation (urban sample) range from 0.555 to 0.768. In the case of the rural sample, item sum correlations for the test range from 0.412 to 0.692. The correlations of items with the total activity scores are much higher, indicating that the items are internally consistant. In the urban sample, the correlations of items with their total activity scores for the test range from 0.766 to 0.882. In the case of the rural sample, the correlations

of items with their total activity scores for the test range from 0.668 to 0.7098.

The correlations of the total activity scores with the grand totals are also substantially high. In the urban sample, they range from 0.761 to 0.861 for the test and in the rural sample, these correlations range from 0.541 to 0.741. The inter correlations among the four activities of the test (urban sample) range from 0.451 to 0.637. In the rural sample, these correlations range from 0.163 to 0.321 among the four activities of the test. The relatively low later-correlations among the test activities and their high correlations with the grand totals indicate that while among themselves they are not entirely measuring the same thing, each one is contributing significantly to the total creativity score.

THE COLLECTION OF DATA :

The collection of data is indispensable in a scientific study as all the findings depend on it. It is with the help of gathered data that the hypotheses may be tested. The investigator starts working on the problem by observing various factors. The evidence is to be produced in support of various facts and this evidence is to be searched in the data. Without any basis of such data the study would be entirely imaginative and of little use. Hence, worthwhile study must be based on hard facts, which can be done only by collecting the data.

The collected data should be reliable and adequate enough for proper generalization. If we do adopt a systematic procedure relevant data, adequate in quantity and quality, have to be collected.

PROCEDURE OF DATA COLLECTION :

The following procedure was adopted for the collection of data :

(a) Selection of Institution :

For the sake of convenience and due to extreme shortage of time, it was considered proper to select only 92 colleges from Jhansi Division. The principals and the teachers of the above colleges were contacted and requested to provide help in this work.

(b) Visit to Institutions :

The institutions were visited personally by the investigator and the permission of the principals and teachers of colleges, of the particular period, sought to administer the test to the students.

(c) Visit to Lecture Theatre :

The lecturers concerned were contacted and requested to help in the collection of data in their periods. These lecturers were kind enough to introduce the investigator to their students.

(d) Creation of Testing Environment :

The seats were arranged in classroom and the students were asked to sit properly. They were requested not to talk among themselves during testing. They were requested to maintain calm and quiet atmosphere in the classroom during the testing.

(e) Necessary Instruction & Precautions :

Necessary instructions for the test were given to the students. If some students failed to understand the instructions, the investigator explained them further.

The following tools were employed in data collection :-

- 1- Record of Academic Achievement i.e. marks of IX class for Educational Output.
- 2- A group test of intelligence for children (2/70) by R.K. Tandon.
- 3- Expectation Level - Shah and Bhargava.
- 4- Verbal test of creative thinking by Dr. Baquar Mehdi.

To make the data reliable some important precautions were also observed :

- 1- The students were asked to read carefully the instructions on the title page of Inventory and to answer the items honestly.

- 2- The instructions were made quite clear to the respondents.
- 3- The respondents were not allowed to talk among themselves and none was allowed to copy anybody's response.
- 4- No respondent was disturbed or promoted while he/she was furnishing the required information.
- 5- No outsider was allowed to enter the room where the data was collected.
- 6- They were signed to open the booklets and to start the work.
- 7- Time consumed was ignored due to speed was so important as accuracy.
- 8- Respondents were assured that the information rendered by them will be kept strictly confidential.
- 9- The booklets were collected just after finishing the test.

ADMINISTRATION OF THE TEST :

After making instructions clear to the students, Tests were given to the students. Students were also asked to mention their marks obtained in IX class examination. These marks were later converted into percentage. So the programme of the data collection ended with dignity, sincerity and seriousness.

SCORING OF INTELLIGENCE TEST :

One mark is given for each correct answer. For any wrong answer no credit is given. If more than one answer was given, no credit was allowed. When a question required two responses, credit was given only, when both responses were correct.

Scoring of Academic Achievement (Educational output) :

The marks of IX class examination of each Scheduled Caste & General students were recorded, marks so obtained were converted into percentage.

Administration and Scoring of Verbal Test of Creative Thinking :

At the out set, the investigator informed the students that she is not giving them any test. She will give to each of them a booklet which presents certain interesting tasks/situations to which they are required to give interesting and novel responses. Thereafter, the investigator gave the booklets and asked them to fill in the identification data, i.e., name, name of the institution, father's name, age, correspondence address etc. After they had filled in the required columns, the investigator asked them to look at the general instructions recorded on the test booklet. The investigator herself read the instructions aloud and asked the students to read them with her silently.

After reading the general instructions, the investigator enquired from the students whether they had

understood the instructions. The queries made by the students were replied to their satisfaction. The investigator then asked the students to open their booklets. The investigator then read the instructions for the first activity asking the students to read them with her silently.

After reading the instructions for activity first, the investigator requested the students to go over ahead with the three tasks in the activity. They were instructed not to consult or copy others. At the end of every five minutes she announced the time so as to unable the students to go to the next item.

At the end of the 12 minutes meant for activity first, the investigator requested the students to put down their pens and open the page for activity second. The investigator, then, read out the instructions for activity second requesting the students to read them with him/her under activity second. She announced the time at the end of every five minutes. When the time i.e., 15 minutes meant for activity second, was over, she requested the students to put down their pens and open the page for activity third. The same procedure was followed for activities third and fourth.

Procedure for Scoring of Answer Sheets :

As there was no right or wrong responses for the test, much care was taken at the time of scoring. Each

response was scored for fluency, flexibility and originality. These terms have been defined by author of the test as follows :

(i) Fluency :

It is represented by the number of relevant and unrepeated ideas which the testee produces. Relevancy of the ideas is judged on the basis of the appropriateness of the response when considered in relation to the test problem. An unrepeated idea is one which has been expressed only once under a given problem.

(ii) Flexibility :

Flexibility is represented by a person's ability to produce ideas which differ in approach or thought trend. All ideas which fall under the category or approach or thought trend are treated as one for the purpose of flexibility scoring.

(iii) Originality :

Uncommonness of a given response represents originality. Responses given by less than 5% of the group are treated as original.

The total fluency, flexibility and originality scores on all the items of the four sub tests, separately are converted into standard scores, 't' and then added up to get the composite activity scores. It is necessary because the standard deviations of the three scores sometimes

markedly vary and if raw scores are added up then the ranking will be greatly affected.

(i) Scoring for Fluency :

In the scoring of fluency, the investigator went through the responses to each item in all the four activities carefully and struck off those which were irrelevant and/or those which were repeated. She then counted the remaining number of responses. Each relevant response was given weightage of one. Thus, total fluency score for all the items of a response sheet of an individual was worked out. Similarly all the students were scored for fluency.

(ii) Scoring for Flexibility :

In scoring of flexibility, the investigator first acquainted herself with the categories of responses given for each item in the scoring Guide (Manual of the test). For convenience 's sake, she noted in bracket against each response, the alphabet serial of the category to which it belonged. Whenever, she came across a response which had not been mentioned in the scoring guide, she noted it on a separate sheet of paper. All such responses found in all the booklets were noted on separate sheets of paper. These responses were then categorized into new categories not considered in the scoring guide.

After their categorization, these responses were given new alphabet serial according to the new categories

to which a particular response belonged. After this, the investigator again went through each booklet and saw, how many different categories were used for all items in each booklet. This was determined on the basis of the number of different alphabet serials used. The total flexibility scores for each individual was the total number of different alphabet serials used.

The additional categories developed by the investigator for scoring flexibility are mentioned below :

Activity I :

- | | |
|--------|--|
| Item-1 | (a) Educational Implication
(b) Air Pollution
(c) Increase in knowledge
(d) Effect on agriculture |
| Item-3 | (a) Educational Implication
(b) Effect on spending habits
(c) Effect on Crimes |

Activity II :

- | | |
|--------|--|
| Item-1 | (a) For preparing statues
(b) For worshipping |
| Item-2 | (a) Scientific use
(b) Mode of Transportation |

Activity III :

- | | |
|--------|--|
| Item-2 | (a) Imaginative decoration
(b) Deadly weapon |
| Item-4 | (a) Hallow horse
(b) By placing different parts of the body of a horse at inappropriate places. |

(iii) Scoring for Originality :

Originality scoring was done on the basis of statistical, uncommonness of responses. The principle was that the more uncommon the responses, the higher the originality weight was assigned. For the purpose of originality scoring, originality weights given in the scoring guide of the manual of the test were not used. For determining the fluency of each response given by the students in their booklets, the investigator first noted all the responses given in one booklet on a separate sheet of paper. One tally was put against each response. Then, the investigator took another booklet. For a response, which was common with the response already noted on a separate sheet of paper. One tally was put against the response. Every new response was also noted on same or another sheet of paper and a tally was put against each response. Similarly, the investigator went through all the booklets one by one and the frequency of each response was determined.

The weights for originality scoring were determined on the basis of the following scheme. If a response was given by 1% of the subjects, then the response got an originality weight of 5, if a response was given by 2% of the subjects, then it got an originality weight of 3; if the response was given by 4%, then it got an originality weight of 2% and if the response was given upto

5% of the subjects, then it got an originality weight of 1. Responses, given by more than 5% of the subjects, got an originality weight of Zero.

The scoring of the creativity test was done by the following of the above procedure. After scoring the booklets for fluency, flexibility and originality of every individual, Mean and Standard Deviations were calculated for each dimension of creativity to convert raw scores into standard scores. Conversion of raw scores into standard scores was considered necessary because the standard deviations of the scores of the three dimensions markedly varied. Had the raw scores been added up, the ranking of the scores would have been greatly affected. Standard scores were then expressed in a new distribution with a mean of 50 and standard deviation of 10 so as to make all the scores, positive which are relatively easy to handle, scores, thus, obtained for fluency, flexibility and originality were summed up to give a composite score on creativity for each subjects.

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CHAPTER-4

ANALYSIS &

INTERPRETATION

OF DATA

CHAPTER-IV

ANALYSIS & INTERPRETATION OF DATA

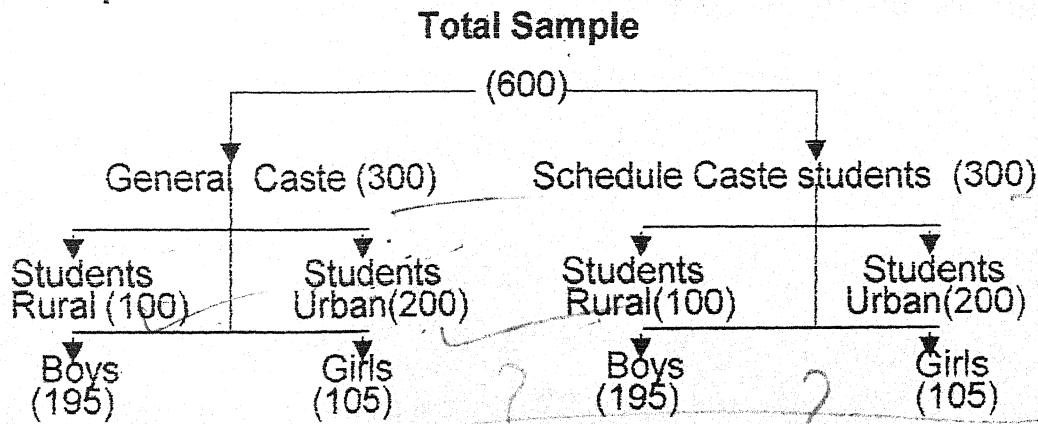
Tools :

The following tools were used for the collection of the data :-

- (1) Level of Expectation (Level of Aspiration) _ Shah & Bhargava.
 - (2) Creativity- Verbal Test of Creativity- Dr. Baqar Mehndi.
 - (3) A Group test of intelligence for children (2/70) by Dr. R.K. Tandon.
- For Educational Output (academic achievement) percentage marks of class IXth of general and schedule caste students who are in class Xth at present and belong to rural as well as urban area of Jhansi Division are considered.

The educational output were the percentage of means of general and schedule caste in IXth class.

Sample :



Analysis and Interpretation of Data

After collection of data the data was edited for accuracy, Utility and completeness. In this chapter the analysis of the data has been done in two ways. Firstly by simple tabulation of the responses and secondly by the statistical analysis of the data.

Analysis :

Analysis of the data means studying the tabulated material in order to determine inheritant facts or meanings. It involves breaking down the existing complex factors, into simple parts and putting the parts together in new arrangement for purpose of interpretation.

The analysis includes editing, organization, tabulation and classification.

Editing:

The Editing is to put the data in a methodical way. "It implies checking of gathered data for accuracy, utility and completeness."

Organisation :

Organisation is to give some pattern to the collected data necessary for drawing conclusions.

Classification:

It refers to the division of the information into different categories, class of head for use.

Tabulation :

It is a part of the statistical analysis of the data. The essential question in data is counting the numbers of cases that falls into various categories or ranks in each set that occur in the data.

Interpretation :

The process of interpretation is essentially one of stating what the result show, what is the answer to the original problem and what is their significance ? Interpretation calls for an critical examination of the result of the analysis. The analysis without interpretation has no meaning.

Statistical Analysis :

In a scientific age like the present one we have to be objective, exact and convincing in the analysis of the data. In order to test the laying Hypothesis. The following statistical analysis were made.

- (1) Mean
- (2) Standard deviation.
- (3) C.R. Value
- (4) Co-relation.

(1) Mean :

According to D.N. Elhance "Mean of a series is the figure obtained by dividing the total of values of the various items by their number. The formula used here for calculation of mean when data are ungrouped was -

$$= \frac{\sum x}{N}$$

Where x = Mean
 x = Values of variables
 \sum = Summation or total
 N = Total number of Items.

(2) Standard Deviation :

In word of D.N. Elhance "Standard deviation is the square root of the Arithmetic Average of the squares of the deviations measured from the mean." Thus in calculation of standard deviation first the Arithmetic Average is

calculated and then deviation of various items from the Arithmetic average are squared.

The Squared deviations are totaled and the sum is divided by number of items. The square root of resulting figure is standard deviation of the series.

The S.D. is one of the most stable and reliable measure of variability.

$$\text{S.D. } (\sigma) = \sqrt{\frac{\sum d^2}{N}}$$

Where

$\sum d^2$ = Sum of squares of deviations from
Arithmetic

N = Size of sample.

C.R. Value :

The C.R. Values were calculated for comparison between boys and girls of different caste & region. The C.R. Values were calculated in the following manner :-

$$\text{C.R.} = \frac{D}{\sigma_D}$$

$$\sigma_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

Where :-

- D = difference between the two means score.
- σD = the S.E. of the difference between the two sample means.
- σ_1 = S.D. of one sample.
- σ_2 = S.D. of second sample.
- N_1 = Number of Sample for one group.
- N_2 = Number of sample for second group.

Co-relation :

When two variables are so related that a change in one is accompanied by a change in the other in such a way that an increase in one is accompanied by an increase or decrease in the other or decrease in one by a decrease or increase in the other, and the greater magnitude of the change in one the greater the magnitude of the change in the other, then variables are said to be co-related.

Co-relation is degree of relationship between two variables x and y .

$$r = \frac{\sum xy - \frac{\sum x \cdot \sum y}{N}}{\sqrt{\left\{ \sum x^2 - \frac{(\sum x)^2}{N} \right\} \left\{ \sum y^2 - \frac{(\sum y)^2}{N} \right\}}}$$

Where :-

- Σ = Total
 x = Stand for the value of items in x series.
 y = Stand for the value of items in y series.
 N = Size of the sample.

obtained results by substituting the values in the above formulas are as follows :-

Educational Output :

Table No. 4.1
Educational Output (Achievement)
Mean, N, Standard Deviation, Critical Ratio 't' values for
General & Schedule Caste Students
[On the Basis of Total Sample]

Group	N	Mean	Standard Deviation	Critical Ratio/ 't'
Total Sample	600	42.61	4.13	
Gen. Students	300	45.21	4.63	15.26*
S.C. Students	300	40.02	3.68	

* Significant at 0.01 & 0.05 level.

The table 4.1 indicate the Educational output of total sample as well as for general and scheduled caste students.

The Mean & S.D. Values were 45.21 (4.63) and 40.02 (3.68) respectively for general and scheduled caste students. The students of General category was found prior

in comparison to scheduled caste students in reference to educational output (academic achievement).

The Critical ratio was calculated among the educational output (academic achievement) of general and scheduled caste students. It was found 15.26, which was not significant at .05 as well as .01 level of significance.

From table 4.1, it was clear that general caste students were superior to scheduled caste students in case of educational output.

Table No. 4.2(a)
Educational Output (Academic Achievement)
Mean, N, Standard Deviation, Critical Ratio for General &
Schedule Caste Students

[On the Basis of Sex]

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General Caste Students N = 300	Boys N=195	45.00	3.44	1.29
	Girls N=105	45.62	3.20	

Table No. 4.2(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste Students N = 300	Boys N=195	39.80	2.77	1.95
	Girls N=105	40.44	2.69	

The educational output of general caste students and scheduled caste students were calculated separately for boys ad girls (i.e. on the basis of Sex).

From Table 4.2(a), it was observed that the mean and S.D. values were computed for the educational output (academic achievement) in case of general boys and genera girls students. The values were found 45.00 (3.44) and 45.62 (4.20) respectively for general boys and general girls.

From the table 4.2(a) it was clear that general caste girls (45.62) are better in comparison to general caste boys (45.00). But on the critical ratio value (1.29), it was quiet clear that C.R. value 1.29 were not found significant at any level. Hence sex does not play any role in educational output of general boys & girls.

The table 4.2(b) states the mean and S.D. Values of educational output (academic achievement) in case of scheduled caste boys and girls. The mean and S.D. value were found 39.90 (2.77) and 40.44 (2.69) respectively for scheduled caste boys and girls. It was found that on the basis of Mean value girls of scheduled caste are superior in comparison to boys of scheduled caste students.

But the difference between the Mean values was very small and C.R. Values was found 1.95. Which was not significant at any level. It means that girls and boys of schedule caste group did not have any difference in their educational output (academic achievement). Hence sex does not play any role in the educational output of general and scheduled caste boys and girls group. It is also observed that girls (student) are superior than boys (students) in educational output (academic achievement) in general as well as scheduled caste (students).

Table No. 4.3(a)
Educational Output (Academic Achievement)
Mean, N, Standard Deviation, Critical Ratio for General & Schedule Caste Students
[On the Basis of Location]

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General Caste students N = 300	Rural N=100	45.10	5.03	
	Urban N=200	45.62	4.01	0.90

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste students N = 300	Rural N=100	40.46	3.68	
	Urban N=200	39.78	4.23	1.43

The educational output of general caste and scheduled caste students were calculated on the basis of location/region i.e. rural and urban in table 4.3(a) and 4.3(b).

From Table 4.3(a), it was observed that the mean and S.D. values were 45.10 (5.03) and 45.62 (4.01) respectively for general caste, rural and urban location students. On the basis of mean values the urban general caste students, (45.62) were found better in comparison to rural general caste students (45.10). The C.R. values were calculated between both the groups, to see the significant difference of educational output between general rural and urban location students. The C.R. value was found 0.90, which is not significant at any level of significance. Hence it was concluded that location/region has nothing to do with educational output (academic achievement) of general caste students of rural and urban area.

The table No. 4.3(b) shows the mean and S.D. value of educational output for the schedule caste students of rural & urban area. The values are 40.46 (3.68) & 39.78 (4.23) respectively for rural and urban schedule caste

students. Apparently rural schedule caste students are superior than urban schedule caste students. The C.R. Value was found 1.43 which is not significant at any level. It was concluded that location/region did not play any role in the educational output (academic achievement) of general and schedule caste students.

Table No. 4.4
Educational Output (Academic Achievement)
Mean, N, Standard Deviation, Critical Ratio
(a) Boys (S.C. & Gen.)
(b) Girls (S.C. & Gen.)
[On the Basis of Sex]

4.4(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Boys N=390	General Caste N=195	45.00	3.44	16.50*
	Schedule caste N=195	39.80	2.77	

Table No. 4.4(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Girls N=390	General Caste N=105	45.62	4.20	10.65*
	Schedule caste N=105	40.44	2.69	

Significant at 0.01 & 0.05 level.

students. Apparently rural schedule caste students are superior than urban schedule caste students. The C.R. Value was found 1.43 which is not significant at any level. It was concluded that location/region did not play any role in the educational output (academic achievement) of general and schedule caste students.

Table No. 4.4
Educational Output (Academic Achievement)
Mean, N, Standard Deviation, Critical Ratio
(a) Boys (S.C. & Gen.)
(b) Girls (S.C. & Gen.)

[On the Basis of Sex]

4.4(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Boys N=390	General Caste N=195	45.00	3.44	16.50*
	Schedule caste N=195	39.80	2.77	

Table No. 4.4(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Girls N=390	General Caste N=105	45.62	4.20	10.65*
	Schedule caste N=105	40.44	2.69	

Significant at 0.01 & 0.05 level.

The table No.4.4(a) and 4.4(b) stated that the mean scores of educational output of boys of general and schedule caste as well as girls of general & schedule caste. The table No. 4.4(a) and 4.4(b) also state S.D. and C.R. value between different groups of Boys and Girls.

The table No. 4.4(a) stated the mean Score and S.D. of educational output of boys of general and schedule caste. The values are 45.00 (3.44) and 39.80 (2.77) respectively for boys of general caste and boys of schedule caste. The educational output (academic achievement) of boys of general caste was found superior in comparison to boys of scheduled caste. The researcher feels that boys of scheduled caste are generally engaged in their farming and other work due to poor socio-economic condition while boys of general caste are engaged in their studies. The C.R. value 16.50 was significant at both the levels and difference between both the groups was a real difference.

Table 4.4(b) showed the mean, S.D. and C.R. value for girls of general caste & girls of scheduled caste. The mean values are 45.62 and 40.44 respectively for general girls and scheduled caste girls on the basis of mean value it was concluded that girls of general category

made better performance in comparison to scheduled caste girl's. The C.R. value 10.65 also found significant at .05 & 0.01 level. It indicate that girl's of general and scheduled caste differ significantly in case of educational output.

Table No. 4.5
Educational Output (Academic Achievement)
Mean, N, Standard Deviation, Critical Ratio
 (a) Rural (S.C. & Gen.)
 (b) Urban (S.C. & Gen.)
 [On the Basis of Location]

4.5(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Rural N=200	General caste N=100	45.10	5.03	7.44*
	Schedule caste N=100	40.46	3.68	

Table No. 4.4(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Urban N=400	General caste N=200	45.62	4.01	14.20*
	Schedule caste N=200	39.78	4.23	

Significant at 0.01 & 0.05 level.

The above table 4.5(a) & 4.5(b) state the Mean, S.D. and C.R. value for (a) Rural students (Scheduled caste and General caste) (b) Urban students (Scheduled caste and General caste).

The table No. 4.5(a) stated the mean values of educational output for rural general and scheduled caste students with S.D.

The mean values 45.10 (5.03) and 40.46(3.68) are respectively for rural general and rural scheduled caste students for educational output. It was observed that rural general students had better educational output in comparison to rural scheduled caste students. The C.R. value (7.44) was found significant at .05 & 0.01 level. From table 4.5(a) it was clear that rural general caste students performed better in their academic achievement in comparison to rural scheduled caste students.

In case of urban-general caste and scheduled caste students the mean, S.D. and C.R. values were calculated for educational output in table No. 4.5(b).

The Mean, S.D. values are 45.62 (4.01) & 39.78 (4.23) respectively for urban general and urban scheduled

caste students. The C.R. Value (14.20) was found significant at both the levels. The urban general caste students have better performance in comparison to urban scheduled caste students. It was felt by the researcher that schedule caste students are deprived from 50 many facilities which are essential for good attainment of the socio-economic conditions, parent education, also effect their educational achievement.

Level of Expectation (Level of Aspiration) :

Table No. 4.6

**Level of Expectation (Level of Aspiration)
Mean, N, Standard Deviation, Critical Ratio for General &
Schedule Caste Students**

[On the Basis of Total Sample]

Group	N	Mean	Standard Deviation	Critical Ratio/ 't'
General caste	300	13.25	4.63	2.77*
Schedule Caste	300	14.22	3.93	

* Significant at 0.01 & 0.05 level.

As stated in the table No. 4.6 the Mean values of goal discrepancy scores (level of expectation/aspiration) of general category students was 13.25 and the goal discrepancy score for scheduled caste student was 14.22. The value of c.r./t (2.77) which is significant at 0.01 & 0.05

level. It is clear from the results stated above that both groups tends not to have the equal degree of goal discrepancy scores on the last of level of aspiration. The general category students have poor level of expectation in comparison to scheduled caste students.

Table No. 4.7

**Level of Expectation (Level of Aspiration)
Mean, N, Standard Deviation, Critical Ratio for General &
Schedule Caste Students**

[On the Basis of Sex]

4.7(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General caste Student N = 300	Boys N=195	13.36	3.39	0.81
	Girls N=105	13.07	2.67	

Table No. 4.7(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste Student N = 300	Boys N=195	13.21	2.73	9.41*
	Girls N=105	16.10	3.03	

* Significant at 0.01 & 0.05 level.

The table 4.7(a & b) stated the Mean, S.D. and C.R. values for general and scheduled caste students in their sub-groups on the basis of Sex.

Table 4.7(a) the Mean and S.D. values were found 13.36 & 13.07 respectively for general boys and girls. The boys & girls tends to have the equal degree of level of aspiration. The C.R. value 0.81, was not found significant at any level. Hence both the group does not differ on the basis of level of expectation/aspiration.

From table 4.7(b), the Mean and S.D. Values were found 13.21 (2.73) and 16.10 (3.03) respectively for scheduled caste boys & girls. It shows that scheduled caste girls students had high level of aspiration in comparison to scheduled caste boys students.

The C.R. values 9.41 also indicate that both the groups had a real difference and this value was significant at .01 and 0.05 level.

Table No. 4.8
Level of Expectation (Level of Aspiration)
Mean, N, Standard Deviation, Critical Ratio for General &
Schedule Caste Students
[On the Basis of Location]

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General Caste students N = 300	Rural N=100	13.86	4.02	2.78*
	Urban N=200	12.57	3.30	

Table No. 4.3(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste students N = 300	Rural N=100	15.77	2.98	5.30*
	Urban N=200	13.54	4.19	

* Significant at 0.01 & 0.05 level.

Table No. 4.8(a) & (b) indicate the Mean, S.D. and C.R. values of General and Scheduled caste students on the basis of location/region.

Table-4.8(a) stated the Mean, S.D. and C.R. value of general caste rural and urban students. The Mean & S.D. Values were 13.86 (4.02) & 12.57(3.30) respectively for general caste rural and urban students.

It is clear that general caste rural students had high level of expectation in comparison to general caste urban students. The C.R. value 2.78 was found significant at 0.01 & 0.05 level. It shows that in case of level of expectation rural general and urban general students differ significantly.

From table 4.8(b) it was found that rural scheduled caste students (15.77) had high level of

expectation in comparison to urban scheduled caste students. The C.R. / 't' value was 5.30, which is significant at both levels.

Hence it was concluded that location plays an important role in the level of expectation of general and scheduled caste students.

Table No. 4.9
Level of Expectation (Level of Aspiration)
Mean, N, Standard Deviation, Critical Ratio
 (a) Boys (S.C. & Gen.)
 (b) Girls (S.C. & Gen.)
[On the Basis of Sex]

4.9(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Boys N=390	General Caste N=195	13.36	3.39	0.48
	Schedule caste N=195	13.21	2.73	

Table No. 4.9(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Girls N=210	General Caste N=105	13.07	2.67	7.72*
	Schedule caste N=105	16.10	3.03	

Significant at 0.01 & 0.05 level.

From the Table 4.9, the Mean values and S.D. were 13.36 (3.39) for general boys and 13.21 (2.73) for scheduled caste boys. It shows that general boys had slightly better level of expectation in comparison to scheduled caste boys. But the difference of level of expectation between the both group was not real difference as the C.R. / 't' value was 0.48, which is not significant at any level.

From table 4.9(b) the Mean & S.D. values for girls general and scheduled were found 13.07(2.67) & 16.10 (3.03) respectively. The girls of schedule caste had high level of expectation in comparison to boys of schedule caste students. The C.R. value (7.72) was found significant at 0.01 & 0.05 level.

Hence, it was concluded that the difference in level of expectation was real difference between girls of general & girls of scheduled caste. The girls of scheduled caste group have a very high level of expectation.

Table No. 4.10
Level of Expectation (Level of Aspiration)
Mean, N, Standard Deviation, Critical Ratio
(a) Rural (S.C. & Gen.)
(b) Urban (S.C. & Gen.)

[On the Basis of Location]

4.10(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Rural N=200	General Caste N=100	13.86	4.02	3.82*
	Schedule caste N=100	15.77	2.98	

Table No. 4.10(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Urban N=400	General Caste N=200	12.57	3.30	2.58*
	Schedule caste N=200	13.54	4.19	

Significant at 0.01 & 0.05 level.

Table 4.10(a) indicate the Mean, S.D. and C.R. Values for Level of expectation in case of rural student of general and rural student of schedule caste. The values were 13.86 (4.02) and 15.77 (2.98) respectively for rural general and schedule caste students. The scheduled caste

students in rural areas have better level of expectation in comparison to general rural students. The C.R. value 3.82 was found significant at 0.01 & 0.05 level.

Table 4.10(b) stated the mean, S.D. & C.R. values of level of expectation for urban general & scheduled caste students. The values are 12.57 (3.30) and 13.54 (4.19) respectively for urban general & urban scheduled caste students. As in case of rural students area, the urban schedule caste students have high degree of level of expectation in comparison to general category students. The C.R. value 2.58 was found significant, it indicate that urban general and scheduled caste students differ significantly in respect of level of expectation.

Wisdom (Intelligence) :

Table No. 4.11

Wisdom (Intelligence)

Mean, N, Standard Deviation, Critical Ratio for General & Schedule Caste Students

[On the Basis of Total Sample]

Group	N	Mean	Standard Deviation	Critical Ratio/ 't'
General Caste	300	106.20	3.30	
Schedule Caste	300	98.46	3.14	29.54*

* Significant at 0.01 & 0.05 level.

Table No. 4.11 indicate the Mean & S.D. and C.R. values for Wisdom (Intelligence) in case of General and Scheduled Caste Students. The mean and S.D. values were 106.20 (3.30) and 98.46 (3.14) respectively for general and schedule caste students. It clearly indicate that general students are more intelligent in comparison & scheduled caste students.

The C.R. value between both the groups was found 29.54, which was significant at .01 as well as 0.05 level, Hence it was concluded that general students are more intelligent in comparison to scheduled caste students.

Table No. 4.12
Wisdom (Intelligence)
Mean, N, Standard Deviation, Critical Ratio for General &
Schedule Caste Students

[On the Basis of Sex]

4.12(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General caste Student N = 300	Boys N=195	111.20	2.21	
	Girls N=105	98.55	3.23	21.40*

Table No. 4.12(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste Student N = 300	Boys N=195	99.66	2.77	
	Girls N=105	96.23	2.13	11.95*

* Significant at 0.01 & 0.05 level.

In table 4.12(a) & 4.12(b) the Mean, S.D. and C.R. Values were given in case of general and scheduled caste students group.

Table 4.12(a) stated the mean, S.D. and C.R. values for general Boys and Girls. The mean & S.D. Values were 111.20 (2.21) & 98.95 (3.23) respectively for boys and girls of general category. The general boys seems to be more intelligent in comparison to girls. The C.R. value 21.40 also indicate that general boys and girls have significant difference in case of intelligence at 0.01 and 0.05 level.

From table 4.12(b), it was clear that scheduled caste boys are more intelligent (99.66) in comparison to girls (96.23). The difference between both the group was found real difference as the C.R. value was found 11.95 which was significant at 0.01 and 0.05 level.

Hence, it was concluded that is both the group, (general & scheduled caste), boys are more intelligent in comparison to girls. It also indicate that sex had an important role in intelligence/Wisdom.

Table No. 4.13
Wisdom (Intelligence)
Mean, N, Standard Deviation, Critical Ratio for General &
Schedule Caste Students
[On the Basis of Location]

4.13(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General Caste students N = 300	Rural N=100	106.11	3.02	0.325
	Urban N=200	106.24	3.72	

Table No. 4.13(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste students N = 300	Rural N=100	97.96	3.99	1.68*
	Urban N=200	98.71	2.81	

* Significant at 0.01 & 0.05 level.

The Mean, S.D. and C.R. values are shown in table No. 4.13(a) & 4.13(b) for intelligence/wisdom in case of general and scheduled caste groups on the basis of location/region. (i.e. rural & urban).

From table 4.13(a) it was found that general caste urban students (106.24) are more intelligent in comparison to general caste rural students (106.11).

The C.R. values was found 0.325 which was not significant at any level. It indicate that location of the student did not effect their wisdom or intelligence.

Table 4.13(b) stated Mean, S.D. & C.R. value of intelligence in schedule caste students on the basis of location i.e. rural & urban. The values of Mean & S.D. are 97.96 & 98.71 respectively for scheduled caste rural & urban. As in case of general caste urban students, the students of scheduled caste urban area are more intelligent than rural students. But the C.R. Value 1.68 was not found significant at any level, it indicate that location of the students did not effect their wisdom.

Table No. 4.14
Wisdom (Intelligence)
Mean, N, Standard Deviation, Critical Ratio
(a) Boys (S.C. & Gen.)
(b) Girls (S.C. & Gen.)
[On the Basis of Sex]

4.14(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Boys N=390	General caste N=195	111.20	4.11	40.61*
	Schedule caste N=195	99.66	2.88	

Table No. 4.14(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Girls N=390	General caste N=105	98.55	3.23	5.57*
	Schedule caste N=105	96.23	2.79	

Significant at 0.01 & 0.05 level.

From the Table 4.14(a) the Mean values and S.D. were found 111.20 (4.11) and 99.66 (2.88) respectively for boys of general and boys of scheduled caste. It shows that boys of general category are more intelligent in comparison to boys of scheduled caste. The C.R. value was found 40.61 between the both group. The C.R. values was significant at 0.01 as well as 0.05 level. It was found that boys of general caste are more intelligent in comparison to the scheduled caste boys on the basis of Mean values as well as on the basis of C.R. Values.

Table No. 4.14(b) shows that the Mean values with S.D. for girls of general and girls of scheduled caste. The values were 98.55 and 96.23 respectively for girls of general and girls of scheduled caste. The general category girls are more intelligent in comparison to girls of scheduled

caste. The C.R. value was 5.57, which was significant at 0.01 and 0.05 level.

Hence, it is clear that in case of boys & girls groups. The students of general caste are more intelligent in comparison to scheduled caste.

Table No. 4.15
Wisdom (Intelligence)
Mean, N, Standard Deviation, Critical Ratio
(a) Rural (S.C. & Gen.)
(b) Urban (S.C. & Gen.)
[On the Basis of Location]

4.15(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Rural N=200	General caste N=100	106.11	3.02	16.3*
	Schedule caste N=100	97.96	3.99	

Table No. 4.15(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Urban N=400	General caste N=200	106.24	3.72	17.55*
	Schedule caste N=200	98.71	4.81	

Significant at 0.01 & 0.05 level.

In table no. 4.15(a) & 4.15(b) on the basis of location (i.e. rural & urban) Wisdom/ intelligence was compared between general & scheduled caste students.

Table 4.15(a) showed the Mean & S.D. values for Wisdom were 106.11 (3.02) & 97.96 (3.99) respectively for rural general and rural scheduled caste students. It was observed that rural students of general category are more intelligent in comparison to rural students of scheduled cast. The C.R. values between the both groups was found 16.3, significant at 0.05 and 0.01 level.

These 4.15(b) stated the mean & S.D. values for wisdom. The values were 106.24 (3.72) & 98.71 (4.81) respectively for urban general and urban scheduled caste students group. It was also observed that urban general students are more intelligent in comparison to urban scheduled caste students. The C.R. value 17.55 was found significant at .01 & 0.05 level. It was concluded that location of the student did not play any role in their Wisdom but caste played a significant role.

Creativity :

Table No. 4.16
Creativity

Mean, N, Standard Deviation, Critical Ratio for General & Schedule Caste Students

[On the Basis of Total Population]

Group	N	Mean	Standard Deviation	Critical Ratio/ 't'
General caste	300	14.20	4.37	5.27*
Schedule Caste	300	12.50	3.50	

* Significant at 0.01 & 0.05 level.

The creativity of general and scheduled caste students were measured by Dr. Baquar Mehdi's verbal test of creative thinking. The Mean, S.D. and C.R. values are shows in the following tables for different groups and sub-groups on the basis of location and sex.

Table 4.16 shows that the Mean, S.D. & C.R. value for general and scheduled caste students. The values are 14.20 (4.37) & 12.50 (3.50) respectively for general and scheduled caste students. It was found that general caste students were found superior in comparison to scheduled caste students. The C.R. value 5.27 was also found significant at 0.01 & 0.05 level, it also indicate that general students are superior to scheduled caste in respect of creativity.

Table No. 4.17

Creativity

Mean, N, Standard Deviation, Critical Ratio for General & Schedule Caste Students

[On the Basis of Sex]

4.17(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General caste Student N = 300	Boys N=195	16.07	3.34	12.24*
	Girls N=105	10.73	3.75	

Table No. 4.17(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste Student N = 300	Boys N=195	12.34	4.20	1.24
	Girls N=105	12.82	3.12	

* Significant at 0.01 & 0.05 level.

Table 4.17(a) & 4.17(b) stated the Mean, S.D. and C.R. values for general boys and girls and scheduled caste boys and girls. From table 4.17(a), it was found that general boys (16.07) were more creative in comparison to general girls (10.73). The C.R. values (12.24) was also found significant at 0.01 and 0.05 level. It was concluded that boys were more creative than girls in general category.

But in case of scheduled caste boys and girls, it was observed that girls (12.82) were more creative in comparison to boys (12.34), but the C.R. value 1.24 was not found significant at any level. Hence it was concluded that in case of general students boys are more creative in comparison to girls, but in case of scheduled caste students girls were found partially more creative than boys; but their difference was not found real difference. It is clear from table 4.17(a) general students case, sex plays a dominant role for creativity while in scheduled caste students sex did not play any role.

**Table No. 4.18
Creativity**

Mean, N, Standard Deviation, Critical Ratio for General & Schedule Caste Students

[On the Basis of Location]

4.18(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
General Caste N = 300	Rural N=100	17.13	2.98	11.89*
	Urban N=200	12.74	3.11	

Table No. 4.18(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Schedule Caste N = 300	Rural N=100	12.40	3.76	0.385
	Urban N=200	12.56	2.50	

* Significant at 0.01 & 0.05 level.

In table 4.18(a) and 4.18(b) the Creativity scores and shown on the basis or location i.e. rural & urban.

Table-4.18(a) stated that rural general students (17.13) were more creative in comparison to general urban students (12.74). The C.R. value for creativity was found 11.89 between general rural and general urban students. It indicate that rural background students are more creative in comparison to urban background students of general caste.

In case of scheduled caste rural & urban students, the Mean, S.D. & C.R. values were found 12.40 & 12.56 respectively with the C.R. value 0.385. The C.R. value was not significant at any level. It indicate that location did not play any active role in determination of creativity with respect to schedule caste students.

**Table No. 4.19
Creativity
Mean, N, Standard Deviation, Critical Ratio
(a) Boys (S.C. & Gen.) (b) Girls (S.C. & Gen.)
4.19(a)**

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Rural N=200	General caste N=100 Schedule caste N=100	16.07 12.34	3.34 4.20	9.71*

Table No. 4.19(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Girls N=390	General caste N=105	10.73	3.75	
	Schedule caste N=105	12.82	3.12	4.40*

Significant at 0.01 & 0.05 level.

Table 4.19(a) and 4.19(b) stated the Mean, S.D. and C.R. values on the basis of sex for scheduled caste and general students.

From table 4.19(a) it was found that general boys (16.07) were found more creative in comparison to boys of scheduled case. The C.R. value 9.71 was also found significant at 0.01 & 0.05 level. It indicates that caste play an active role in determination of creativity in boys.

Table 4.19(b) showed the Mean, S.D. & C.R. values for creativity in case of girls of scheduled caste & girls of general caste with C.R. value between both the group. The girls of scheduled caste (12.82) were found more creative than girls of general caste (10.73). The above findings were also confirmed on the basis of C.R. value (4.40), which was found significant at 0.01 & 0.05 level.

It was concluded from table 4.19(a) & 4.19(b) that caste play an active role in case of creativity for boys & girls.

Table No. 4.20
Creativity
Mean, N, Standard Deviation, Critical Ratio
(a) Rural (S.C. & Gen.)
(b) Urban (S.C. & Gen.)
[On the Basis of Location]

4.20(a)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Rural N=200	General caste N=100	17.13	2.98	
	Schedule caste N=100	12.40	3.76	9.87*

Table No. 4.20(b)

Group	Sub-Group	Mean	Standard Deviation	Critical Ratio/ 't'
Urban N=400	General caste N=200	12.74	3.11	
	Schedule caste N=200	12.56	2.50	0.638

Significant at 0.01 & 0.05 level.

The table 4.20(a) & 4.20(b) showed the creativity value for general & scheduled caste students on the basis of location i.e. rural & urban.

Table 4.20(a) & 4.20(b) stated the Mean, S.D. & C.R. values of creativity for rural general and scheduled caste and urban general & scheduled caste students.

The Mean value 17.13 (2.98) & 12.40 (3.76) were respectively for rural general and rural scheduled caste. It was found that rural general students were more creative in comparison to rural scheduled caste student. The C.R. value between both the group was found 9.87, significant at 0.01 & 0.05 level. Hence it was concluded that rural general students are very superior to rural scheduled caste student in case of creativity.

From table 4.20(a) the Mean, S.D. & C.R. value were found 12.74 (3.11) & 12.56 (2.50) respectively for urban general and urban scheduled caste students. The C.R. value was found 0.638, which was not significant at any level. Hence, it was concluded that location in case of urban students did not play any role for general and scheduled caste students.

Calculation Of Correlation :

The primary purpose of this project was to find out the degree of Educational output (Academic Achievement)

in relation to wisdom (intelligence), creativity and level of Expectation (Level of Aspiration) in schedule caste and general caste students of Jhansi Division who belong to rural as well as Urban background. To establish the relationship correlation analysis had been carried out manually for groups and sub groups of schedule caste and general caste students on the basis of sex and location (region) of the students.

(1) Correlation (r) Between Educational Output (Academic Achievement) & Wisdom (Intelligence) in Different Groups :

Table No. 4.21
Correlation (r) Between Educational Output (Academic Achievement) & Wisdom (Intelligence) in total sample and on the basis of Sex, caste & location (region)

Groups	N	'r'	Significance
Gen. Students	300	0.144	Significant of 0.05 level
Sch. Caste Students	300	0.097	Not Significant at any level
Boys	390	0.113	Significant at 0.05 level.
Girls	210	0.143	Significant at 0.05 level.
Rural	200	0.153	Significant at 0.05 level.
Urban	400	0.117	Significant at 0.05 level.

The correlation between Educational Output (Academic Achievement) and wisdom (intelligence) has been stated in the above mentioned table on the basis of Sex, caste & location (region).

General & Schedule caste Students :

The correlation value for General Caste students was 0.144 and schedule caste students was 0.097 respectively.

In both the groups the correlation are on the positive side, it means intelligence (wisdom) has direct influence on educational output (Academic Achievement). Higher achievement mean highly intelligent. But the correlation values are not significant at any level except in case of General caste students where the correlation ('r') value 0.144, which is significant at 0.05 level.

Boys & Girls Group :

The correlation value 'r' for boys group is 0.113 and for girl's group is 0.143 respectively.

In both the groups the correlation are on the positive side, it means intelligence (wisdom) has direct influence on educational output (academic achievement). Higher achievement means highly intelligent. The correlation value for boys is 0.113 and for girls is 0.193 which are found significant at 0.05 level of significance.

Rural & Urban Students :

The correlation value 'r' for rural students is 0.153 and for Urban students is 0.117 respectively.

In both the groups the correlation are on the positive side, which means intelligence (wisdom) has direct influence on educational output (academic achievement). Higher achievement means highly intelligent. The correlation values values for rural students (0.153) and for urban students (0.117) are found to be significant at 0.05 level of significance.

Discussion :

From the above analysis it was clear that intelligence (wisdom) and educational output (academic achievement) are complementary to each other. But the correlation values did not indicate very good relationship. It was felt that there are same other factors which support or enrich the academic achievement while in case of Schedule caste students the trend of 'r' was not found significant which may be due to sampling error or other cause. The above findings were in agreement with previous researches, quoted in this work while other did not agree

with it. Overall we can say that educational output (academic achievement) is influenced by intelligence (wisdom).

Table No. 4.22

Correlation (r) Between Educational Output (Academic Achievement) & Wisdom (Intelligence) for General Caste Students on the basis of Sex, & location (region)

Groups	N	'r'	Significance
Boys	195	0.163	Significant at 0.05 level.
Girls	105	0.148	Not Significant at 0.01 & 0.05 level.
Rural	100	0.203	Significant at 0.05 level.
Urban	200	0.136	Not Significant at 0.01 & 0.05 level.

The correlation between Educational Output (Academic Achievement) and wisdom (intelligence) for General caste students has been stated in the above table on the basis of Sex and location (region).

Boy's & Girl's Group :

The correlation value ' r ' for boys group is 0.163 and for girl's group is 0.148.

In both the groups the correlation are on the positive side, it means Educational Output (Academic Achievement) have a direct influence on Intelligence (wisdom).

Higher achievement means highly intelligent. The correlation value for boys was 0.163 which was found significant at 0.05 level of significance while for girls it was 0.148 which was not found significant at any level.

Rural & Urban Groups :

The correlation value 'r' for rural students at General caste was 0.203 while for the urban students of general caste it was 0.136.

In both the groups the correlation values lie on the positive side, it means intelligence (wisdom) has direct influence on educational output (academic achievement). Higher achievement means highly intelligent. The correlation values for rural students is 0.203 which was found significant at 0.05 level of significance while for Urban students of general caste it was 0.136 which was not significant at any level.

Discussion :

The above analysis states that intelligence (wisdom) and educational output (academic achievement) are complementary to each other. But the correlation values did not indicate very good relationship. It was felt that some

factors effect the educational output as in the case of girls of general caste general students who belong to urban areas, the trend of 'r' was not found significant which may be due to some another causes overall we can say that educational output (academic achievement) is influenced by intelligence (wisdom) up to a great extent.

Table No. 4.23
Correlation (r) Between Educational Output (Academic Achievement) & Wisdom (Intelligence) for boys and girls on the basis of caste

Groups	Sub. Group	N	'r'	Significance
Boys	Gen. Caste	195	0.153	Significant at 0.05 level.
	Sch. Caste	195	0.133	Not Significant at 0.01 & 0.05 level.
Girls	Gen. Caste	105	0.196	Significant at 0.05 level.
	Sch. Caste	105	0.110	Not Significant at 0.01 & 0.05 level.

The correlation between Educational Output (Academic Achievement) and intelligence (wisdom) on the basis of caste has been stated in the above table.

Boy's and Girl's :

The correlation value for boys of general caste was 0.153 while for the boys of schedule caste it was calculated as 0.133.

In both the groups the correlation are on the positive side it means that educational output (academic achievement) is influenced by intelligence (wisdom). In case of boys of general caste the value of 'r' (0.153) was found significant at 0.05 level while in case of boys of schedule caste the value of 'r' (0.133) was not found significant at any level.

Girl's Group :

The correlation value 'r' for girl's of general caste was calculated as 0.196 while for the girl's of schedule caste it was calculated as 0.110.

In both the groups the correlation are on the positive side which means that educational output (academic achievement) is influenced by intelligence (wisdom). In case of girl's of general caste the value of 'r' (0.196) was found to be significant 0.05 level.

Discussion :

From the above analysis it was clear that intelligence (wisdom) & educational output (academic achievement) are complementary to each other. But in the schedule caste boys and girls the correlation value does

not indicate good relationship which shows that there are some factors which effect the educational output of the schedule caste students.

Table No. 4.24
Correlation (r) Between Educational Output (Academic Achievement) & Wisdom (Intelligence) for rural and urban on the basis of caste & location

Groups	Sub. Group	N	'r'	Significance
Rural	Gen. Caste	100	0.211	Significant at 0.05 level.
	Sch. Caste	100	0.166	Not Significant at 0.01 & 0.05 level.
Urban	Gen. Caste	200	0.153	Significant at 0.05 level.
	Sch. Caste	200	0.109	Not Significant at 0.01 & 0.05 level.

The correlation between Educational Output (Academic Achievement) & Intelligence (wisdom) on the basis of location & caste has been stated in the above table.

Rural Students Groups :

The correlation value 'r' for general caste students was 0.211 while for schedule caste students it was 0.166.

In both the sub-groups the correlation values are on the positive side which means that educational output

(academic achievement) is influenced by intelligence (wisdom). In case of general students the correlation value 'r' was found significant at 0.05 level of significance while on the other hand in the case of schedule caste students the value of 'r' was not found significant at any level i.e. 0.01 & 0.05 level.

Urban Student's Groups :

The correlation value 'r' for general caste students was calculated as 0.153 while for schedule caste students it was calculated as 0.109.

In both the sub-groups the correlation value 'r' are on the positive side which proves that educational output (academic achievement) & intelligence (wisdom) are complementary to each other. In sub-group of general caste students the value at 'r' was found significant t 0.05 level while in the sub- group of schedule caste students it was not found significant at any level.

Discussion :

From the above analyses it was clear educational output (academic achievement) & intelligence (wisdom) are complementary to each other. But the

correlation values do not indicate very good relationship. It was felt that there are some other factors which support or enrich educational output. The above findings are in agreement with previous quoted researcher.

(2) Correlation 'r' Between Educational Output (Academic Achievement) & Level of Expectation (Level of Aspiration) in Different Groups :-

**Table No. 4.25
Correlation (r) Between Educational Output (Academic Achievement) & Level of Expectation (Level of Aspiration) in different groups**

Groups	N	'r'	Significance
Gen. Students	300	0.156	Significant of 0.05 level
Sch. Caste Students	300	0.141	Significant at 0.05 level.
Boys	390	0.111	Significant at 0.05 level.
Girls	210	0.177	Significant at 0.05 level.
Rural	200	0.122	Not Significant at any level
Urban	400	0.136	Significant at 0.05 level.

The correlation between Educational Output (Academic Achievement) and level of expectation (level of aspiration) has been stated in the table No. 4.25 on the basis of caste, sex & location.

General & Schedule Caste Students Groups :

The correlation value ' r ' for general caste students was 0.156 and for schedule caste students was 0.141 respectively.

In both the groups the correlation values are on the positive side which means that educational output (academic achievement) has direct influence on expectation level (level of aspiration). Higher educational output (academic achievement) means high level of expectation (level of aspiration). The correlation values for general & schedule caste students were found significant at 0.5 level of significance.

Boys & Girls Group :

The correlation value ' r ' for boy's group is 0.111 & for girls is 0.177 respectively. In both the sub group's the correlation values are significant at 0.05 level of significance and lie on the positive side which shows that educational output (academic achievement) has direct influence on expectation level (Level of aspiration).

Rural & Urban Group :

The correlation value ' r ' for rural students is 0.122 while for urban students it was calculated as 0.136.

The correlation value 'r' for general caste students was 0.156 and for schedule caste students was 0.141 respectively.

In both the groups the correlation values are on the positive side which means that educational output (academic achievement) has direct influence on expectation level (level of aspiration). Higher educational output (academic achievement) means high level of expectation (level of aspiration). The correlation values for general & schedule caste students were found significant at 0.5 level of significance.

Boys & Girls Group :

The correlation value 'r' for boy's group is 0.111 & for girls is 0.177 respectively. In both the sub group's the correlation values are significant at 0.05 level of significance and lie on the positive side which shows that educational output (academic achievement) has direct influence on expectation level (Level of aspiration).

Rural & Urban Group :

The correlation value 'r' for rural students is 0.122 while for urban students it was calculated as 0.136.

In both the groups the values of 'r' lie on the positive side but no correlation value was found significant at any level which indicate that educational output (academic achievement) somehow effect level of expectation (level of aspiration). The error may be due to sampling or any other cause.

Discussion :

From the above analysis it was clear that educational output (academic achievement) & expectation level (level of aspiration) are complementary to each other. But the correlation values did not indicate very good relationship. It was felt that there are some other factors which support or enrich educational output (academic achievement). In case of sub-group baed on location the correlation values were not found significant at any level which may be due to some error.

The above findings were in agreement with previous researches quoted in this work. The educational output (academic achievement) is influenced by intelligence (wisdom) & some how by level of expectation (level of aspiration).

Table No. 4.26

Correlation (r) Between Educational Output (Academic Achievement) & Expectation Level (Level of Aspiration) for Boy's & Girl's on the basis of Caste

Groups	Sub. Group	N	'r'	Significance
Boys	General Caste	195	0.163	Significant at 0.01 & 0.05 level.
	Schedule Caste	195	0.012	Not Significant at 0.01 & 0.05 level.
Girls	General Caste	105	0.183	Significant at 0.01 & 0.05 level.
	Schedule Caste	105	0.016	Not Significant at 0.01 & 0.05 level.

The correlation 'r' between Educational output (Academic Achievement) & Expectation level (Level of Aspiration) on the basis of Caste has been stated in the above table.

Boy's Group :

The correlation value 'r' for boys of general caste was 0.163 and while for the boy's of schedule caste it was 0.012. In case of general caste boy's the value of 'r' was found significant at 0.01 & 0.05 level while in the case of schedule caste boy's the value of 'r' was not found significant at any level i.e. 0.01 & 0.05 level.

Girl's Group :

The correlation value 'r' for Girl's of General caste was 0.183 while for girl's of schedule caste it was 0.016. In case of general caste girls the value for 'r' was found significant at 0.01 & 0.05 level of significance while in case of schedule caste girls the value of 'r' was not found significant at any level.

Discussion :

From the above analysis it was clear that the values of correlation for both the groups and sub-groups lie on the positive side but the trend of correlation in case of schedule caste boy's & girl's was not found satisfactory which should that more efforts are needed to uplift them and it also shows that educational output (academic achievement) is influenced by level of expectation (level of aspiration) together with some other factors.

The above findings were in agreement work previous researches quoted earlier.

Discussion :

The above analysis shows that educational output (academic achievement) & expectation level (Level

collaboration was correlated up to an extent in collaboration with caste but not in case of schedule caste students of rural area. In urban area the trend of 'r' was found significant which proves that more efforts are needed to uplift them. also there may be some error in sampling. The findings were in favour with previous researches quoted.

Table No. 4.27

Correlation Between Educational Output (Academic Achievement) & expectation Level (Level of Aspiration) for rural and urban on the basis of caste & location

Groups Sub Group	N	'r'	Significance
Rural General Caste	100	0.293	Significant at 0.01 & 0.05 level.
Rural Schedule Caste	100	0.033	Not Significant at 0.01 & 0.05 level.
Urban General Caste	200	0.156	Significant at 0.01 & 0.05 level.
Urban Schedule Caste	200	0.112	Not Significant at 0.01 & 0.05 level.

The correlation 'r' between Educational Output (Achievement) & Expectation Level (Level of Aspiration) has been stated in the above mentioned table.

RESULTS

The correlation value 'r' for general caste in rural area was calculated as 0.293 while for

schedule caste students of rural area it was calculated as 0.033. In both the groups the correlation value 'r' lie on the positive side. The correlation value for general caste students was found significant at 0.01 & 0.05 levels while the correlation value for schedule caste students of rural area was not found significant of any level of significance.

Urban Students :

The correlation value 'r' for general caste students of urban are was 0.156 while for schedule caste students of urban area it was 0.112. Both the values of 'r' lie on the positive side. The value of 'r' in case of general students was found significant at 0.01 & 0.05 level while in case of schedule caste girls it was not found significant at any level.

Table No. 4.28
Correlation (r) Between Educational Output (Academic Achievement) & Creativity in different groups on the basis of Caste, Sex & Location (region)

Groups	N	'r'	Significance
Gen. Students	390	0.266	Significant of 0.01 & 0.05 level
Sch. Caste Students	210	0.170	Significant of 0.01 & 0.05 level
Boys	300	0.269	Significant of 0.01 & 0.05 level
Girls	300	0.151	Significant of 0.01 & 0.05 level
Rural	200	0.105	Not Significant at 0.01 & 0.05 level
Urban	400	0.144	Significant of 0.01 & 0.05 level

The correlation between Educational Output (Academic Achievement) and creativity has been show in table no. 4.28 on the basis of Caste, sex & location.

General & Schedule Caste Students Groups :

The correlation value 'r' for general caste students was calculated as 0.266 while for schedule caste students it was '0.170' respectively.

In both the groups the correlation values are on the positive side, it means creativity has direct influence on educational output (academic achievement). The correlation values are found significant at both the levels of significance i.e. 0.01 & 0.05 level in both the cases.

Boy's & Girl's Group :

The correlation value 'r' for boy's group was calculated as 0.269 while for girl's it was calculated as 0.151 respectively. In both the sub group's the correlation values are significant at 0.05 level of significance and lie on the positive side which shows that educational output (academic achievement) has direct influence on expectation level (Level of aspiration).

Rural & Urban Group :

The correlation value 'r' in case of rural student's was calculated as 0.105 while for urban students it was

calculated as 0.144. Correlation value in case of rural students was not found significant at any level i.e. 0.01 & 0.05 but the trend of relationship is towards the positive side.

Discussion :

From the above analysis it was clear that educational output (academic achievement) & creativity are complementary to each other but the correlation values did not indicate very good relationship. It feel that there are other factors which also support the educational output (academic achievement). The above findings agree with the previous researcher quoted earlier in this work.

Table No. 4.30
Correlation (r) Between Educational Output (Academic Achievement) & Creativity for Boys & Girls on the basis of Caste

Groups	Sub. Group	N	'r'	Significance
Boys	General Caste	195	0.193	Significant at 0.05 level.
	Schedule Caste	195	0.098	Not Significant at 0.01 & 0.05 level.
Girls	General Caste	105	0.219	Significant at 0.05 level.
	Schedule Caste	105	0.032	Not Significant at 0.01 & 0.05 level.

The correlation ' r ' between Educational output (Academic Achievement) & Creativity for Boy's and Girl's group has been shown in the above table.

Boy's Group :

The correlation value ' r ' for boys of general caste was calculated as 0.193 while for the boy's of schedule caste it was calculated as 0.098 respectively.

In both the groups the correlation values are on the positive side, it means creativity has direct influence on educational output (academic achievement). Higher educational output (academic achievement) means highly creative. The correlation values in case of general caste was found significant at 0.05 level while in case of schedule caste boys it was not found significant at 0.01 & 0.05 level of significance.

Girl's Group :

The correlation value ' r ' for Girl's of General caste was calculated as 0.219 while for girl's of schedule caste it was calculated as 0.032 respectively.

In both the groups the correlation values are on the positive side, it means creativity has direct influence on

educational output (academic achievement). Higher educational output (academic achievement) means highly creative. The correlation values in case of girl's of general caste was found to be 0.219 which was significant at 0.05 level while for girls of schedule caste it was not found significant any level.

Discussion :

From the above analysis it was clear that educational output (academic achievement) & creativity are complementary to each other but the trend of 'r' in case of schedule caste girls was somehow in negative side which shows that more efforts are to be made to uplift the status of schedule caste girls especially girls.

Table No. 4.31

Correlation (r) Between Educational Output (Academic Achievement) & Creativity for Boys & Girls on the basis of Caste

Groups	Sub. Group	N	'r'	Significance
Rural	General Cast	100	0.193	Significant at 0.05 level.
	Schedule Caste	100	-0.022	Not Significant at 0.01 & 0.05 level.
Urban	General Caste	200	0.155	Significant at 0.05 level.
	Schedule Caste	200	0.068	Not Significant at 0.01 & 0.05 level.

The correlation ' r ' between Educational Output (academic achievement) & creativity for rural & urban students on the basis of caste has been shown in the above table.

Rural Students Group :

The correlation values for general caste students of rural area was found to be 0.193 while for schedule caste students it was calculated as -0.022 respectively.

In both the cases the values of correlation are found to be positive which shows that higher educational output (academic achievement) means highly creative. The correlation value -0.022 (In case of rural schedule caste) indicate that creativity somehow effect achievement in negative side, but the value is very small & not significant at any level.

Urban Students Group :

The correlation values for general caste students of urban area was calculated as 0.155 while for schedule caste students of urban area the value of ' r ' was calculated as 0.068.

In both the cases the values of correlation are found to be positive which shows that higher educational output (academic achievement) means highly creative. The correlation values in case of general caste students was found significant at 0.05 level of significance while in case of schedule caste students it was not found significant at any level i.e. 0.01 & 0.05 level of significance.

Discussion :

From the above analysis it was clear that educational output (academic achievement) and creativity are complementary to each other. But the correlation values did not indicate very good relationship. It feel that there are some other factors which also support the educational output (academic achievement) while in case of schedule caste students of rural area the trend of ' r ' is towards the negative side which may be due to sampling error. The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.32

Correlation (r) Between Intelligence (wisdom) & level of expectation (Level of Aspiration) in different groups on the basis of Caste, Sex & Location (region)

Groups	N	'r'	Significance
Gen. Students	390	0.243	Significant at 0.01 & 0.05 level
Sch. Caste Students	210	0.166	Significant at 0.01 & 0.05 level
Boys	300	0.273	Significant at 0.01 & 0.05 level
Girls	300	0.149	Significant at 0.01 & 0.05 level
Rural	200	0.124	Not Significant at 0.01 & 0.05 level
Urban	400	0.136	Significant at 0.01 & 0.05 level

The correlation between Intelligence (wisdom) & level of expectation (level of aspiration) has been shown in table no 4.32.

General & Schedule Caste Students Groups :

The correlation value ' r ' for general caste students was calculated as 0.243 while for schedule caste students it was '0.166' respectively.

In both the groups the correlation values are on the positive side, it means intelligence (wisdom) has direct influence on level of expectation (level of aspiration). Higher

intelligence means high level of expectation (level of aspiration) The correlation values are found significant at both the level of significance i.e. 0.01 & 0.05 level in both the cases.

Boy's & Girl's Group :

The correlation value 'r' for boys was calculated as 0.273 while for girl's it was calculated as 0.149 respectively.

In both the groups the correlation values are on the positive side, it means intelligence (wisdom) has direct influence on level of expectation (level of aspiration). Higher intelligence means high level of expectation (level of aspiration) The correlation values are found significant at both the level of significance i.e. 0.01 & 0.05 level in both the cases.

Rural & Urban Group :

The correlation value 'r' in case of rural student's was calculated as 0.124 while for urban students it was calculated as 0.136 respectively.

In case of rural students the correlation value was not found significant at any level i.e. 0.01 & 0.05 level of

significance while in case of urban students the value of 'r' was found significant at 0.01 & 0.5 level of significance.

Discussion :

From the above analysis it was clear that intelligence (wisdom) has direct influence on level of expectation (level of aspiration). Higher intelligence means high level of expectation (level of aspiration). But the correlation values did not indicate very good relationship. It feel that there are other factors which also support the level of expectation.

Table No. 4.33
Correlation (r) Between Intelligence (wisdom) & level of expectation (Level of Aspiration) for Boy's & Girl's on the basis of location & sex

Groups	Sub. Group	N	'r'	Significance
Boys	General Caste	195	0.177	Significant at 0.05 level.
	Schedule Caste	195	0.106	Not Significant at 0.01 & 0.05 level.
Girls	General Caste	105	0.201	Significant at 0.05 level.
	Schedule Caste	105	0.086	Not Significant at 0.01 & 0.05 level.

The correlation between intelligence (wisdom) & level of expectation (level of aspiration) for Boy's & Girl's on

the basis of location & sex has been shown in the table No. 4.33.

Boy's Group :

The correlation value ' r ' for boys of general caste was calculated as 0.177 and for boys of schedule caste it was calculated as 0.106 respectively.

In both the groups the correlation values ' r ' are on the positive side, it means Intelligence (wisdom) has direct influence on level of expectation (level of aspiration). Higher Intelligence (wisdom) means higher level of expectation (level of aspiration). The correlation values in case of General caste students was found significant at 0.05 level while the ' r ' value in case4 of schedule caste students was not found significant at any level.

Girl's Group :

The correlation value ' r ' for Girl's of General caste was calculated as 0.201 while for girl's of schedule caste it was calculated as 0.086 respectively.

In both the groups the correlation values ' r ' are on the positive side, it means Intelligence (wisdom) has direct influence on level of expectation (level of aspiration).

Higher Intelligence (wisdom) means higher level of expectation (level of aspiration). The correlation values in case of General caste students was found significant at 0.05 level while the 'r' value in case of schedule caste students was not found significant at any level.

Discussion :

From the above analysis it was clear that intelligence (wisdom) and level of expectation (level of aspiration) are complementary to each other but the correlation values did not indicate very good relationship. It feel that there are other factors which also support the level of expectation (level of aspiration). The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.34
Correlation (r) Between Intelligence (wisdom) & level of expectation (Level of Aspiration) between Rural & Urban Students on the basis of Caste

Groups	Sub. Group	N	'r'	Significance
Rural	Gen. Caste	100	0.198	Significant at 0.05 level.
	Sch. Caste	100	0.090	Not Significant at 0.01 & 0.05 level.
Urban	Gen. Caste	200	0.141	Significant at 0.05 level.
	Sch. Caste	200	0.083	Not Significant at 0.01 & 0.05 level.

The correlation ' r ' between Intelligence (wisdom) & level of expectation (Level of Aspiration) for rural & urban students on the basis of caste has been stated in the table 4.34.

Rural Students Group :

The correlation values ' r ' for students of general caste was calculated as 0.198 while for schedule caste student's it was calculated as 0.090 respectively.

In both the groups the correlation value are on the positive side, it means that intelligence (wisdom) has direct influence on level of expectation (level of aspiration). Higher intelligence means high level of expectation (level of aspiration). The correlation value ' r ' in case of general caste students was found significant at 0.05 level while for schedule caste students it was not found significant at any level.

Urban Students Group :

The correlation value ' r ' for student of general caste was calculated as 0.141 & for students of schedule caste it was calculated as 0.083 respectively.

In both the groups the correlation value are on the positive side, it means that intelligence (wisdom) has direct relationship on level of expectation (level of aspiration). Higher intelligence leads to high level of expectation (level of aspiration). Correlation value 'r' in case of general caste students was found significant at 0.05 level while for schedule caste students it was not found significant at any level.

Discussion :-

From the above analysis it was clear that intelligence (Wisdom) and level of expectation (level of aspiration) are complementary to each other but the correlation values do not indicate very good relationship. It feel that there are other factors which also support the level of expectation (level of aspiration). The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.35
Correlation between Intelligence (Wisdom) & Creativity in Different Groups

Group	N	r	Significance
General Caste	300	0.147	Significant at 0.05 level
Schedule Caste	300	0.001	Not Significant at 0.01 & 0.05 levels
Boys	290	0.116	Significant at 0.05 level
Girls	210	0.105	Significant at 0.05 level
Rural	200	0.230	Significant at 0.05 level
Urban	400	0.198	Significant at 0.05 level

The correlation 'r' between intelligence (wisdom) & creativity has been stated in the above table on the basis of caste, sex & location.

General & Schedule Caste Students :

The correlation value 'r' for general caste students was 0.147 and for schedule caste students it was 0.007 respectively.

In both the groups the correlation are on the positive side, it means intelligence (wisdom) and creativity are closely related. Highly intelligent means highly creative. The correlation value 'r' for general caste students was 0.147 and schedule caste students it was 0.007 which are found significant at 0.05 level of significance.

Boy's & Girl's :

The correlation value 'r' for Boys was calculated as 0.126 while for girls it was calculated as 0.166 respectively. In both the groups the 'r' value is towards the positive side which shows that intelligence (wisdom) and creativity are directly related. The value of 'r' was found significant at 0.05 level of significance in both the cases.

Rural & Urban :

The correlation value 'r' for rural students was calculated as 0.216 while for urban students it was calculated as 0.198 respectively.

In both the groups the correlation are on the positive side and are found to be significant at 0.05 level of significance which proves that intelligence (wisdom) & creativity are closely related with each other.

Discussion :

From the above analysis it was clear that intelligence (wisdom) & creativity are complementary to each other but the correlation values did not indicate very good relationship. It feels that there are other factors also which support the intelligence (wisdom). The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.36
**Correlation 'r' between Intelligence (Wisdom) & Creativity
on basis of Sex**

Group	Sub-Group	N	r	Significance
Boys	General caste	195	0.166	Significant at 0.05 level
	Schedule caste	195	0.091	Not Significant at 0.01 & 0.05 levels
Girls	General caste	105	0.206	Significant at 0.05 level
	Schedule caste	105	0.077	Not Significant at 0.01 & 0.05 levels

The correlation between intelligence (wisdom) and creativity has been stated in table number 4.39 on the basis of sex.

Boys Groups :

The correlation value 'r' for boys of general caste was calculated as 0.166 while for the boys of schedule caste it was calculated as 0.091

In both the sub-groups the trend of 'r' is towards the positive side which indicates the direct influence of intelligence (wisdom) over creativity. The correlation value in case of boys of general caste was found significant at 0.05 level of significance while in case of schedule caste boys it was not found significant at 0.05 level.

Girl's Group :

The correlation value 'r' for girls of general caste was calculated as 0.206 while for girls of schedule caste it was calculated as 0.077.

In both the sub-groups the trend of 'r' is towards the positive side which shows the influence of intelligence (wisdom) over creativity. The correlation value in case of girls of general caste was found to be significant at 0.05

level of significance while in case of schedule caste girls it was not found significant.

Discussion :

The above analysis shows that intelligence (wisdom) & creativity are contemporary to each other but the correlation value did not indicate very good relationship. It feel that there are other factors also which support. The intelligence (wisdom). The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.37

Correlation 'r' between Intelligence (Wisdom) & Creativity on basis of location (region)

Group	Sub-Group	N	r	Significance
Rural	General caste	100	0.156	Not Significant at 0.01 & 0.05 levels
	Schedule caste	100	0.133	Not Significant at 0.01 & 0.05 levels
Urban	General caste	200	0.169	Not Significant at 0.01 & 0.05 levels
	Schedule caste	200	0.088	Not Significant at 0.01 & 0.05 levels

The correlation between intelligence (wisdom) and creativity has been stated in table number 4.40 on the basis of location (region).

Rural Students :

The Correlation value 'r' for general caste students of rural area was calculated as 0.156 while for students of schedule caste students of rural area was calculated at 0.133.

In both the sub-group the trend of 'r' is towards the positive side which indicates the direct influence of intelligence (wisdom) over creativity. The correlation value in case of general caste students and schedule caste students of rural area was not found significant at any level of significance.

Urban Students :

The correlation value 'r' for general caste students of urban area was calculated as 0.169 while for the students of schedule caste of urban area it was calculated as 0.088.

In both the sub-groups the trend at 'r' is towards the positive side which indicates the direct influence of intelligence (wisdom) over creativity. The correlation value in case of urban students of general caste was found significant at 0.05 level of significance while in case of

schedule caste students of urban group. It was not found significant at any level.

Discussion :

The above analysis indicates that intelligence (wisdom) & creativity are complementary to each other but the correlation values did not indicate very good relationship. It feel that there are other factors which support the intelligence (wisdom). The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.38

Correlation 'r' between Level of expectation (Level of aspiration) & Creativity in Different Groups

Group	N	r	Significance
General Caste	300	0.221	Significant at 0.01 & 0.05 level
Schedule Caste	300	0.145	Significant at 0.01 & 0.05 level
Boys	390	0.250	Significant at 0.01 & 0.05 level
Girls	210	0.139	Significant at 0.01 & 0.05 level
Rural	200	0.118	Significant at 0.01 & 0.05 level
Urban	400	0.138	Not Significant at 0.01 & 0.05 level

The correlation 'r' between level of expectation (level of aspiration) & creativity has been stated in the above table on the basis of caste, sex & location (region).

General & Schedule Caste Students :

The correlation value 'r' for general caste students was 0.221 and for schedule caste students it was 0.145 respectively.

In both the sub-groups the correlation are on the positive side which shows that level of expectation (level of aspiration) & creativity are closely related. Highly creative means high level of expectation (level of aspiration). The trend of 'r' is towards the positive side. The correlation value in case of general caste students was found significant at both the levels while in case of schedule caste & students it was also significant.

Boy's & Girl's :

The correlation value 'r' for Boys group was calculated as 0.250 while for girls group it was calculated as 0.139 respectively.

In both the groups the correlation are on the positive side which shows that level of expectation (level of aspiration) and creativity are contemporary to each other. the trend of 'r' is towards the positive side. The correlation value 'r' in both the cases was found significant at 0.01 & 0.05 level of significance.

Rural & Urban Students :

The correlation value 'r' for rural students was calculated as 0.118 while for urban students it was calculated as 0.138 respectively.

In both the groups the correlation are on the positive side which shows that level of expectation (level of aspiration) and creativity are contemporary to each other. The trend of 'r' is towards the positive side. The correlation value 'r' in case of rural students was not found significant at any level while in case of urban students the correlation value 'r' was found significant at both the levels.

Discussion :

From the above analysis it was clear that intelligence (wisdom) & creativity are complementary to each other but the correlation values did not indicate very good relationship. It feels that there are other factors also which support the intelligence (wisdom). The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.39
Correlation 'r' between Level of expectation (Level of aspiration)
& Creativity for Boys & Girls on the basis of caste

Group	Sub-Group	N	'r'	Significance
Boys	General caste	195	0.179	Significant at 0.05 level
	Schedule caste	195	0.101	Not Significant at 0.01 & 0.05 level
Girls	General caste	105	0.208	Significant at 0.05 level
	Schedule caste	105	0.082	Not Significant at 0.01 & 0.05 level

The correlation between level of expectation (level of aspiration) & creativity for boys & girls on basis of caste has been stated in table no. 4.:39

Boys Groups :

The correlation value 'r' for boys of general caste was calculated as 0.179 while for the boys of schedule caste it was calculated as 0.101 respectively.

In both the groups the trend of 'r' is towards the positive side but the correlation values did not indicate very good relationship. It is clear that level of expectation (level of aspiration) & creativity are contemporary to each other. The correlation value in case of boys of general caste was found significant at 0.05 level while in case of boys of schedule caste it was not found significant at any level.

Girl's Group :

The correlation value 'r' for girls of general caste was calculated as 0.208 while for girls of schedule caste it was calculated as 0.082 respectively.

In both the groups the trend of 'r' is towards the positive side but the correlation values did not indicate very good relationship. It is clear that level of expectation (level of

aspiration) & creativity are contemporary to each other. The correlation value in case of girls of general caste was found significant at 0.05 level while in case of girls of schedule caste the correlation value was not found significant at any level.

Discussion :

The above analysis shows that level of expectation (level of aspiration) & creativity are contemporary to each other. However the correlation values did not show very good relationship. High level of expectation (level of aspiration) means highly creative. In case of schedule caste students the correlation values are not significant which shows that more efforts are needed to uplift them. The above findings agree with the previous researches quoted earlier in this work.

Table No. 4.40
Correlation 'r' between Expectation of level (level of aspiration) & Creativity on basis of caste

Group	Sub-Group	N	r	Significance
Rural	General caste	100	0.192	Significant at 0.05 level
	Schedule caste	100	0.082	Not Significant at 0.01 & 0.05 level
Urban	General caste	200	0.149	Significant at 0.05 level
	Schedule caste	200	0.079	Not Significant at 0.01 & 0.05 level

The correlation between level of expectation (level of aspiration) & creativity for boys & girls on basis of caste has been stated in table no. 4.40.

Rural Students :

The Correlation value 'r' for general caste students of rural area was calculated as 0.192 while of students of schedule caste students of rural area was calculated as 0.082.

In both the groups the correlation are on the positive side which shows that level of expectation (level of aspiration) and creativity are closely related. Highly creative means high level of expectation (level of aspiration). In case of rural students of general caste the correlation value was found significant at 0.05 level while in the case of schedule caste students of rural area it was not found significant.

Urban Students :

The correlation value 'r' for general caste students or urban area was calculated as 0.149 while for the students of schedule caste of urban area it was calculated as 0.079.

In both the groups the co-relation are on the positive side which shows that level of expectation (level of aspiration) & creativity are closely related. Highly creative means high level of expectation (level of aspiration). In case of urban students of general caste the co-relation value was found significant at 0.05 level while in the case of schedule caste students of urban area the co-relation value was not found significant at any level.

Discussion :

From the above analysis it was clear that level of expectation (level of aspiration) & creativity are complementary to each other but in the case of schedule caste students the co-relation values are not significant which shows that they are still lacking behind. The above findings agree with the previous researches quoted earlier in this work.

CHAPTER-5

FINDINGS : THEIR IMPLICATIONS & SUGGESTIONS FOR FURTHER RESEARCH

CHAPTER-V

FINDINGS : THEIR IMPLICATIONS & SUGGESTIONS FOR FURTHER RESEARCH

The analysis of data led to certain conclusions & findings which are reported in this chapter. The present study is planned & carried out to test the tentative hypothesis and objectives are evaluated in the light of this study. The Educational implications of this study, suggestions for further research & few limitations of this project are also indicated towards the end of this chapter.

Testing the Hypothesis :

The first working hypothesis was that "Educational Output & Wisdom are correlated in scheduled caste students", and the first working objective was "To study the relation between Educational Output and Wisdom of scheduled caste students. On analysing the obtained results in table 4.21, 4.22, 4.23 and 4.24 it was

observed that scheduled caste students have positive relationship between educational output (academic achievement) and wisdom (intelligence). The C.R. value was very low and was not significant at any level in case of total sample.

On the basis of sex it was observed that the relationship between educational output (academic achievement) and wisdom (intelligence) was found positive but not significant at any level as the values are 0.133 for boys and 0.110 for girls.

On the basis of location (region) i.e. rural and urban the correlation values were found to be 0.166 and 0.109 respectively for rural & urban scheduled caste students. The values were low and not significant but it clearly indicate that educational output (academic achievement) and wisdom (intelligence) are contemporary to each other.

From the above analysis it is very much clear that educational output (academic achievement) and wisdom (intelligence) are correlated with each other

towards the positive side but not significant at any level.

Thus the first working hypothesis "Educational output and wisdom are co-related in scheduled caste students" is accepted and its corresponding objective "To study the relation between Educational Output and Wisdom of scheduled castes students" is also achieved.

The second working hypothesis was that "Educational output & creativity are co-related in scheduled caste students" and its related objective was "To study the relation between educational output & creativity of scheduled caste students."

This hypothesis was tested on the basis of correlations. After through analysis of table 4.29, 4.30, 4.31 & 4.32 all the correlation values are found towards the positive side while in the case of total schedule caste students the value was 0.170 which was found significant at 0.01 & 0.05 level of significance. It indicates that educational output (academic achievement) is directly influenced by the creativity.

On the basis of sex the correlation values were 0.098 and 0.032 respectively for boy's and Girl's. These values are towards the positive side but not found to be significant at 0.01 and 0.05 level of significance.

On the basis of location the correlation values were found to be 0.022 (rural) & 0.068 (urban) respectively. These values show positive relationship but are not found significant at any level.

On the above basis the second working hypothesis "Educational Output and creativity are co-related in scheduled caste students" is accepted and its working objective 'To study the relation between educational output and creativity of scheduled caste students" is achieved.

The third working hypothesis was that "Educational output and expectation level (level of aspiration) are co-related in scheduled caste students" and its associated objective was "To study the educational output & expectation level of scheduled caste students".

In order to test this hypothesis the co-relation value were calculated, for scheduled caste student and its

sub groups like boys-girls and rural-urban schedule caste students.

From table 4.32 the correlation value (0.166) for schedule caste students was found significant and towards positive side which clearly indicates that Expectation level (level of aspiration) directly influences the educational output (academic achievement) of scheduled caste students.

On the basis of sex the correlation value were found 0.106 for boy's and 0.086 for girls which were not found to be significant but are towards the positive side.

In case of rural and urban scheduled caste students the co-relation value were 0.090 and 0.083 respectively. Those co-relation values show a positive trend but are not significant at any level.

On the above basis our third working hypothesis, "Educational output and expectation level are co-related in scheduled caste students" is accepted and its related objective "Study the educational output and expectation level of scheduled caste students" is also achieved.

The fourth working hypothesis was that "There is a difference between educational output, creativity, expectation level and wisdom of general and scheduled caste students" and its associated objective was "To study the difference between scheduled caste and general caste students with regard to their educational output, creativity, expectation level and wisdom.

In order to test this hypothesis mean, standard deviation and C.R./t value were calculated for students of general caste as well as scheduled caste.

Educational Output :

In case of educational output (academic achievement) from table 4.1 it was observed that general caste students (45.21) were very superior in comparison to scheduled caste students (40.02). The C.R./t value was calculated as 15.26 which was found significant at 0.01 and 0.05 level of significance.

From table no. 4.2(a) it was found that in case of general caste students girls (45.62) are slightly superior, in comparison to boy's (45.00).

Creativity :

In case of creativity it was observed in table 4.16 that general caste students (14.20) are slightly superior in comparison to scheduled caste students (12.50). The C.R./t value was calculated as 5.27 which was found significant at 0.01 and 0.05 level of significance.

From table no. 4.17(a) it was concluded that in case of general caste students boys (16.07) were found partially more creative than girls (10.73) but in case of scheduled caste students girls (12.82) were found partially more creative than boys (12.34).

Expectation level :

In case of expectation level it was observed in table 4.6 that scheduled caste students (14.22) are more superior in comparison to general caste students (13.25). The C.R. /t value was calculated as 2.77 which was found significant at 0.01 and 0.05 level of significance.

From the table no. 4.7(a) it was concluded that in case of general caste students boys (13.39) have high

level of expectation than girls (13.07) but in case of scheduled caste students girls (16.10) have high level of expectation than boys (13.21).

Wisdom :

From table 4.11 it was observed that general caste students (106.20) are more intelligent in comparison to scheduled caste students (98.46) the C.R. value was found 29.54 which was found significant at both the levels i.e. 0.01 and 0.05 level of significance.

On the above basis our fourth working hypothesis "There is a difference between educational output, creativity, expectation level and wisdom of general and scheduled caste students" is accepted and its associated objective "To study the difference between scheduled caste and general caste students with regard to their educational output, creativity, expectation level and wisdom is also achieved.

The fifth working hypothesis was that "There is a difference in educational output, creativity, expectation level and wisdom of scheduled caste students based on their sex" and its related objective was 'To study the

educational output, creativity, expectation level and wisdom of scheduled caste students on the basis of sex. The mean, S.D. & C.R./t value were calculated for testing the hypothesis.

Educational Output :

In case of scheduled caste boy's students the value was 39.80 and for girls the value was 40.44 and C.R./t value were found 1.29 and 1.96 in case of general boy's and girl's and scheduled caste boy's and girls. Both the values were not found significant at any level i.e. 0.01 & 0.05 level.

Creativity :

On the basis of sex it was also observed that girls (12.82) are superior with their counterparts boys (12.34) with the C.R. value 1.24 which was not significant at any level.

Level of Expectation (Level of Aspiration) :

Table 4.7 indicates that girls have superior (16.10) level of expectation in comparison to boys (13.21) with C.R. value 9.41. The C.R. value were found significant at 0.01 & 0.05 level. The schedule caste girls

students have high degree of level of expectation to schedule caste boys.

Wisdom :

In case of scheduled caste students on the basis of sex it was found that boys (99.66) are superior to girls (96.23) in respect of wisdom (intelligence). The C.R. Value (11.95) was found significant at 0.01 & 0.05 level. Hence boys are intelligent in comparison to girl's of scheduled caste students.

On the basis of above discussion our fifth working hypothesis ""There is a difference in educational output, creativity, expectation level and wisdom of scheduled caste students based on their sex" is partially accepted and its related objective 'To study the educational output, creativity, expectation level and wisdom of scheduled caste students on the basis of sex' is also achieved.

The sixth working hypothesis was that "There is a difference in educational output, creativity, expectation level and wisdom" of scheduled caste students of rural and urban area "and its corresponding objective was "to study

the educational output, creativity, expectation level and wisdom of scheduled caste students based on rural and urban background". The mean, S.D. C.R./t was calculated for testing the hypothesis.

Educational Output :

On the basis of location in general caste students the C.R./t value between rural and urban students were 0.90 while in the case of scheduled caste students (rural & urban) it was 1.43 which was not significant at any level. Hence, it was concluded that location did not play any active role in determining the educational output of students.

Creativity :

The C.R./t value between rural and urban scheduled caste students was found 0.385 which clearly indicates that sex and location has noting to do in the case of scheduled caste students for creativity.

Level of Expectation (Level of Aspiration) :

On the basis of location rural students (15.77) have better level of expectation in comparison to urban

students (13.54) with the C.R./t value 5.30. The C.R./t value was found significant at 0.01 & 0.05 level of significance. It clearly indicates that rural scheduled caste students have high level of expectation in comparison to urban scheduled caste students.

Wisdom :

On the basis of location the C.R./t value was found 1.68 between rural scheduled caste and urban scheduled caste students which was not significant at 0.01 & 0.05 level of significance it clearly indicates that incase of scheduled caste students location did not play any role in their intelligence.

On the basis of our discussion our sixth working hypothesis "There is a difference in educational output, creativity, expectation level and wisdom of scheduled caste students of rural and urban area" is partially accepted and its corresponding objective "to study the educational output, creativity, expectation level and wisdom of scheduled caste students based on rural and urban background" is also achieved.

Findings :

The present study yield the following main findings :-

- 1- The general caste students have better educational output in comparison to scheduled caste students.
- 2- In case of scheduled caste students on the basis of sex the girls are superior in comparison to boys but not significantly.
- 3- The rural scheduled caste students were found better in their educational output in comparison to urban scheduled caste students.
- 4- The scheduled caste students have low level of expectation in comparison to general caste students.
- 5- The girls of scheduled caste were found superior in comparison to boys in respect of level of expectation.
- 6- The rural scheduled caste students have better level of expectation in comparison urban scheduled caste students.

- 7- The general caste students are more intelligent in comparison to scheduled caste students.
- 8- The scheduled caste boys and scheduled caste urban students were more intelligent in comparison to their counterparts i.e. scheduled caste girls and scheduled caste rural students.
- 9- General caste students are more creative in comparison to scheduled caste students.
- 10- Sex and location did not play any role in the creativity of scheduled caste students.
- 11- The educational output is directly co-related with intelligence in general boys and scheduled caste students as well as on the basis of sex and location.
- 12- The level of expectation and educational output are positively co-related with each other in the groups and sub-groups.
- 13- The educational output and wisdom were also found positively co-related with each other in groups and sub-groups.

- 14- The creativity and educational output were contemporary to each other. If the creativity will increase educational output will also increase.
- 15- The intelligence and level⁷ of expectation are positively co-related with each other in different groups and sub-groups.
- 16- The intelligence directly and positively influence the creativity in different groups & sub-groups.
- 17- The level of expectation and creativity are positively co-related in all the groups and sub-groups.

Suggestions For Further Research

- 1- This study can be repeated with others tools on the large sample which may provide better, reliable, and valid results.
- 2- This study further may be planned on intermediate and university students.
- 3- A comparative study can be made taking the students of rural and urban areas separately.

- 4- A comparative study can be made taking the students of lower caste and backward classes, e.g. schedule tribes.
- 5- The present study deals with only four variables i.e. intelligence, creativity, expectation level & educational output. For further research other variables related with educational output (academic achievement) can be taken as personality, youth problem, adjustment, other physical factors and environmental factors.
- 6- The variables of adjustment can be taken separately as economic factor, social, emotional, health, school adjustment etc. for the better results.
- 7- For good achievement, the economic conditions of the parents should be improved or some benefits like free books scholarships, coachings should be provide to students of schedule caste especially.

Limitations :

Every research is a very tedious job and full of many difficulties. No study can claim to be perfect and absolutely free from short comings specially when conducted in such a short time.

- 1- Due to paucity of time, the study was restricted to secondary schools of rural and urban area of Jhansi Division only. i.e. only students of class 10th are considered for sample.
- 2- The sample was only from Jhansi Division. A study with much bigger sample and with large area i.e. U.P. would have added to the creditability of the findings and implications of this study.
- 3- Had an intercultural sample on interstate basis been taken for this study, it could have been more interesting and useful.
- 4- Obviously the study suffered from all the limitations which its tools might have been suffering from.

- 5- This study was conducted only on boys and girls of general and scheduled caste who belong to rural and urban area of Jhansi Division.
- 6- In this study only intelligence, creativity, educational output and expectation level were considered. This would have given a better results if different aspects of adjustment were also being considered.

Educational Implications :

- 1- The present study will be useful to parents, teachers, administrators, guides and councellors, workers to identify the most intelligent, less-intelligent students and then to teach and guide them according to their capacities and aptitudes.
- 2- This study will enable the guide workers to prepare certain effective plans of researches in view of various personalities of the high intelligent, high achiever, low intelligent, low achiever, high creative low creative students.

- 3- Teachers can be given adequate knowledge and experiences in guidance and counselling services by providing the subject in their pre-school training programme or by giving orientation courses and in service training programme.
- 4- Specialist teachers can be appointed to deal with the problem of the high intelligent/high achiever in some centers.
- 5- The parents can be given adequate knowledge and experiences in guidance and councelling services by providing the training in child behaviour and their psychology.
- 6- Some type of extra financial aid for books and other learning teaching aid, should be provided to economiccally weaker students with respect to schedule caste especially.
- 7- Time to time get together with teachers and representatives of the society as well as government, parents should be made. By such type of get together the student, teacher and society will come closer and problem of unequality

and backwardness with respect to education may be over come.

- 8- By knowing low achievers in different groups extra learning facilities should be given to them without any financial burden.

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SUMMARY

SUMMARY

Title "A Study of Relation Among Educational Output, Wisdom, Creativity and Expectation Level of Scheduled Caste Students

- | | | | |
|--|---|---------------------------|---|
| Investigator | : | Smt. Versha | X |
| Guide | : | Dr. Meenakshi Singh | |
| Method | : | Descriptive Survey Method | |
| Tools | | | |
| (1) Level of Expectation (Level of Aspiration)- Shah & Bhargava. | | | |
| (2) Creativity- Verbal Test of Creativity- Dr. Baquar Mehndi | | | |
| (3) A group test of intelligence for children (2/70) by Dr. R.K. Tandon. | | | |
| <ul style="list-style-type: none"> - For Educational Output (academic achievement) percentage marks of class IXth of general and schedule caste students who are in class Xth at present and belong to rural as well as urban area of Jhansi Division are considered. | | | |

Sources of Data Collection :

The data was collected from students of class Xth who belong to general and schedule caste and are studying in various schools located in rural and urban areas of Jhansi Division.

Sample Size :

For the purpose of the study the researcher will select 600 hundred students who belong to general and schedule caste and are studying in various schools located in rural and urban areas of Jhansi Division. These students shall be selected by random sampling method.

Objectives :

- 1- To study the relation between educational output & wisdom of schedule castes students.
- 2- To study the relation between educational output and creativity of schedule caste students.
- 3- To study of educational output & expectation level of scheduled caste students.

- 4- To study the difference between scheduled castes and general students with regards to their educational output, creativity, expectation level and wisdom.
- 5- To study the educational output, creativity, expectation level and wisdom of scheduled caste students on the basis of their sex.
- 6- To study the educational output, creativity, expectation level and wisdom of scheduled caste students based on & urban & rural background.

Hypotheses :

- 1- Educational output & wisdom are co-related in scheduled caste students.
- 2- Educational output & creativity are co-related in scheduled caste students.
- 3- Educational output & expectation level are co-related in scheduled caste students.
- 4- There is a difference between educational output, creativity, expectation level and wisdom of general & scheduled caste students.

- 5- There is a difference in educational output, creativity, expectation level and wisdom of scheduled caste students based on their sex.
- 6- There is a difference in educational output, creativity, expectation level and wisdom of scheduled caste students of rural & urban area.

Limitations :

Every research is a very tedious job and full of many difficulties. No study can claim to be perfect and absolutely free from short comings specially when conducted in such a short time.

1. Due to paucity of time, the study was restricted to secondary schools of rural and urban area of Jhansi Division, only. i.e. only students of class 10th are considered for sample.
2. The sample was only from Jhansi Division. A study with much bigger sample and with large area i.e. U.P. would have added to the creditability of the findings and implications of this study.
3. Had an intercultural sample on interstate basis been taken for this study, it could have been more interesting and useful.

4. Obviously the study suffered from all the limitations which its tools might have been suffering from.
5. This study was conducted only on boys and girls of general and scheduled caste who belong to rural and urban area of Jhansi Division.
6. In this study only intelligence, creativity, educational output and expectation level were considered. This would have given a better results if different aspects of adjustment were also being considered.

Analysis and Interpretation :

After the collection of data they were analysed and interpreted with the help of calculator, certain steps were considered separately to yield the results. These were the following :

Statistical Analysis :

It concluded the following :-

- (a) Calculation of means
- (b) Calculation of S.D.'s.
- (c) Calculation of C.R. value
- (d) Calculation of r's among different variables.

Findings :

The present study yield the following main findings :-

- 1- The general caste students have better educational output in comparison to scheduled caste students.
- 2- In case of scheduled caste students on the basis of sex the girls are superior in comparison to boys but not significantly.
- 3- The rural scheduled caste students were found better in their educational output in comparison to urban scheduled caste students.
- 4- The scheduled caste students have low level of expectation in comparison to general caste students.
- 5- The girls of scheduled caste were found superior in comparison to boys in respect of level of expectation.
- 6- The rural scheduled caste students have better level of expectation in comparison urban scheduled caste students.

- 7- The general caste students are more intelligent in comparison to scheduled caste students.
- 8- The scheduled caste boys and scheduled caste urban students were more intelligent in comparison to their counterparts i.e. scheduled caste girls and scheduled caste rural students.
- 9- General caste students are more creative in comparison to scheduled caste students.
- 10- Sex and location did not play any role in the creativity of scheduled caste students.
- 11- The educational output is directly co-related with intelligence in general boys and scheduled caste students as well as on the basis of sex and location.
- 12- The level of expectation and educational output are positively co-related with each other in the groups and sub-groups.
- 13- The educational output and wisdom were also found positively co-related with each other in groups and sub-groups.

- 14- The creativity and educational output were contemporary to each other. If the creativity will increase educational output will also increase.
- 15- The intelligence and level of expectation are positively co-related with each other in different groups and sub-groups.
- 16- The intelligence directly and positively influence the creativity in different groups & sub-groups.
- 17- The level of expectation and creativity are positively co-related in all the groups and sub-groups.

Suggestions For Further Research

1. This study can be repeated with others tools on the large sample which may provide better, reliable, and valid results.
2. This study further may be planned on intermediate and university students.
3. A comparative study can be made taking the students of rural and urban areas separately.
4. A comparative study can be made taking the students of lower caste and backward classes, e.g. schedule tribes.

5. The present study deals with only four variables i.e. intelligence, creativity, expectation level & educational output. For further research other variables related with educational output (academic achievement) can be taken as personality, youth problem, adjustment, other physical factors and environmental factors.
6. The variables of adjustment can be taken separately as economic factor, social, emotional, health, school adjustment etc. for the better results.
7. For good achievement, the economic conditions of the parents should be improved or some benefits like free books scholarships, coachings should be provide to students of schedule caste especially.

Educational Implications :

1. The present study will be useful to parents, teachers, administrators, guides and coouncellors, workers to identify the most intelligent, less-intelligent students and then to teach and guide them according to their capacities and aptitudes.
2. This study will enable the guide workers to prepare certain effective plans of researches in view of various

personalities of the high intelligent, high achiever, low intelligent, low achiever, high creative low creative students.

3. Teachers can be given adequate knowledge and experiences in guidance and counselling services by providing the subject in their pre-school training programme or by giving orientation courses and in service training programme.
4. Specialist teachers can be appointed to deal with the problem of the high intelligent/high achiever in some centers.
5. The parents can be given adequate knowledge and experiences in guidance and councelling services by providing the training in child behaviour and their psychology.
6. Some type of extra financial aid for books and other learning teaching aid, should be provided to economically weaker students with respect to schedule caste especially.

Time to time get together with teachers and representatives of the society as well as government,

parents should be made. By such type of get together the student, teacher and society will come closer and problem of inequality and backwardness with respect to education may be over come.

8. By knowing low achievers in different groups extra learning facilities should be given to them without any financial burden.

आवासा स्तर का मापा



(MEASUREMENT OF LEVEL OF ASPIRATION)

डॉ० एम० ए० शाह एतम् डॉ० महेश भाट्या

T. M. Sc.

४५८७१५

निम्न सूचनाएँ भरिये ।—

नाम (Name).....

लिंग (Sex).....

वय (Age).....

जाति (Caste).....

शिक्षक स्तर (Ed. Level).....

पिता का व्यवसाय एं जात (Parent Occupation & Income).....

निर्देश

‘तुम एक सरल कार्य करने का रहे हो। तुम्हारे मानने एक ५० गुणों (circles) वाला गुड़ है तथा तुम्हें इन गुणों में चार ताइने एक अतिरिक्त कम में इस प्रकार जानी है कि वह एक मानव शरीर (human face) के समान बन जाए। अब इसके बाद वामी और दायी ओर, ऊपरी ओर, नीचे, मुँह।

प्रत्येक प्रयास के लिए तुम्हें ३० सेकंड का समय दिया जावेगा तथा इस समय के समाप्त होते ही तुम्हें काम रोक देना है तथा तुम्हें गुणों की संख्या निकार डट्टे जैसे के गुणों में प्रेसर करने को कहा जावेगा। यदि तुम्हारा पहला अभ्यास प्रयास होगा। अगले प्रयासों में जो तुम्हें इसी प्रकार कार्य करना होगा तथा उसरा चाले चाले में इस गुणों को लिखना होगा जितना कि तुम पिछले कार्य के जावार पर करने की गोच रहे हो। इस प्रकार चारांशीक कार्य करने के लिए तुम्हें दस प्रयास करने होंगे।

INSTRUCTIONS

‘You are going to do a simple task, you have a page containing 50 circles in front of you and have to draw four lines in these circles, so that they may appear like a human face. You must draw lines in a sequence—Right eye, left eye, Nose and Mouth. Work from left to right across the rows and then proceed to the next line. For each trial 30 seconds are allotted for work and at the end of this time duration you will be asked to stop the performance and count the number of completed faces and enter it in lower box. This trial will be treated as PRACTICE TRIAL. In the next trials you have to do the same things alongwith to put the number of faces in the upper box which you intend to complete within 30 seconds time duration on the basis of last actual performance. Thus you have to complete 10 trials for actual work.

Scoring Table

Trial No.	G. D. S.	A. D. S.	N. T. R.
Practice	—	—	—
1	—	—	—
2	—	—	—
3	—	—	—
4	—	—	—
5	—	—	—
6	—	—	—
7	—	—	—
8	—	—	—
9	—	—	—
10	—	—	—
+ Score =	—	—	—
— Score =	—	—	—
Mean =	—	—	—

१० बाकर महदी

संसर आँफ ऐजुकेशन

८० सी० ई० आर० टी०

दिल्ली - ११००१६

नाम—

आयु—

कक्षा—

विद्यालय—

पिता/अभिभावक का नाम—

श्यवसाय—

घर का पता—

दिनांक—

—: निर्देश :—

जीवन में नवीनता, मौलिकता एवं रचनात्मक योग्यता का बड़ा महत्व है। जीवन की प्रत्येक नई खोज मनुष्य के नये से सोचने की योग्यता का परिणाम है। संसार की बहुत सी ऐसी वस्तुएँ हैं जिन्हें नये-नये विचारों द्वारा अनोखी तथा उपयोगी नाया जा सकता है। ऐसी योग्यता रखने वाले व्यक्तियों ने ही नई-नई खोजें तथा आविष्कार किये हैं। आगे के पृष्ठों पर कुछ ऐसी समस्याओं दी गई हैं जिन्हें यदि आप विचारात्मक एवं सूजनात्मक ढंग से हल करने का प्रयत्न करेंगे तो आप बहुत से नवीन रोचक उत्तर देने में सफल हो सकेंगे। आपको इन कार्यों के करने में बहुत आनन्द आयेगा।

ये कार्य दिन-प्रतिदिन की समस्याओं से सम्बन्धित हैं; इनका कोई सही या गलत उत्तर नहीं है। देखना यह है कि आप कहाँ तक ऐसी नई एवं अनोखी बातें सोचते हैं जो आपके विचार में आपके साथी नहीं सोच सकते। वास्तव में विचित्र एवं नवीन उत्तर देने से ही यह पता लग सकेगा कि आपमें वस्तुओं को नये ढंग से सोचने की कितनी योग्यता है; अतः जितने भी अधिक नये एवं रोचक विचार आयें लिखते जाइये चाहे वे असम्भव ही क्यों न मालूम होते हों।

इस पत्रिका में आपको चार प्रकार के कार्य करने के लिये दिये गये हैं। सुविधा के लिये प्रत्येक कार्य का अलग-अलग समय निश्चित है; जहाँ तक सम्भव हो शीघ्रता से उत्तर दीजिये। यदि आप किसी कार्य को निश्चित समय से पहले पूरा कर लेते हैं तो भी जब तक आपसे अगले कार्य के लिये न कहा जाये, आगे न बढ़ें बल्कि उसी कार्य के बारे में शान्तिपूर्वक सोचते रहें और जो भी नया विचार आपके मन में आये उसे भी लिख दें। अन्त में पांच मिनट का समय और दिया जायेगा। यदि आपके मन में किसी भी प्रश्न के किसी भाग के बारे में कोई नवीन विचार आया है जिसे आप पहले नहीं लिख पाये थे, तो उसे इस समय में लिख सकते हैं।

प्रत्येक कार्य के हर भाग का उत्तर अवश्य दीजिये। जब आपसे कार्य आरम्भ करने को कहा जाय तो तुरन्त शुरू कर दीजिये।

यदि आपको कोई बात पूछनी है तो इस समय पूछ लीजिये। यदि इस समय कोई कठिनाई नहीं है और बाद में कोई छिनाई आये तो शान्तिपूर्वक अपने स्थान से हाथ उठायें ताकि आपकी कठिनाई दूर की जा सके।

Est. : 1971

Phone : 65780

National Psychological Corporation

4/230, KACHERI GHAT, AGRA - 282 004 (India)

कार्यः 1

यदि ऐसा हो जाये तो.....

निर्देश :-

1. इस कार्य में नीचे तीन वस्त्रबद्ध बातें दी गई हैं जो कि कभी सत्य नहीं हो सकतीं। आप केवल यह मान लें कि ऐसा हो जाएगा है। तब आप सोचें कि ऐसा हो जाने पर क्या परिणाम हो सकते हैं।
2. प्रश्नों का उत्तर देते समय अपने ध्यान और सोचने की शक्ति को पूरी तरह प्रयोग करने का प्रयत्न कीजिए और 15 मिनट आप जितने उत्तर दे सकते हैं दीजिए। ऐसे उत्तर देने का प्रयत्न कीजिए जो आपके विचार में आपके किसी साथी ने सोचे हों।
3. उत्तर छाँ-छोटे वाक्यों में देने का प्रयत्न कीजिए ताकि दिए हुए समय में आप अधिक से अधिक लिख सकें।
4. यदि रखिए आपको 15 मिनट में इस कार्य की तीनों समस्याओं के विषय में लिखना है। जब पहले प्रश्न के विषय में आपन्तर समझ में न आये तो आप तुरन्त दूसरे प्रश्न को हल करना शुरू कर दीजिए। अगर दोच में या बाद में पहले प्रश्न के विषय में कोई नया उत्तर ध्यान में आए तो उसे भी पहले उत्तरों के साथ लिख दीजिए। आपकी सुविधा के लिए हर मिनट समाप्त होने पर आपको बता दिया जाएगा।
5. जब आपसे काम आरम्भ करने को कहा जाए तो तुरन्त शुरू कर दीजिए।

नीचे एक उदाहरण दिया जा रहा है जिससे स्पष्ट हो जाएगा कि आपको क्या करना है:-

प्रश्न—यदि पशु-पक्षी भी मनुष्य के समान बोलने लगे तो क्या होगा ?

- उत्तर—(1) यह संसार एक विभिन्न प्रकार का संसार दिखाई देगा।
 (2) पशुओं के राज्य में बहुत से नेता उत्पन्न होंगे।
 (3) सम्भव है कि एक गधा हमारा नेता हो जाए।
 (4) यह भी सम्भव है कि वह हमारा प्रधान-मन्त्री बन जाए।
 (5) मनुष्य अपने पशु-मित्रों को अपना राजदार (विश्वस्त) बना ले।
 और (6) पशु भी अपने भेद अपने मनुष्य-मित्रों से कह सकेंगे; आदि।

समस्यायें :-

1. यदि मनुष्य पक्षियों की भाँति उड़ने लगे तो क्या होगा ?

यदि आपके विद्यालय में पहिये लग जायें तो क्या होगा ?

यदि मनुष्य को खाने की आवश्यकता न रहे तो क्या होगा ?

कार्यः 2

वस्तुओं द्वे नाये-नाये प्रयोग

निर्देश :-

1. इस कार्य में नीचे तीन वस्तुओं के नाम दिए गए हैं जिनको कही नए और विभिन्न तरीकों से प्रयोग किया जा सकता। आपको इनमें से प्रत्येक के नए-नए, विचित्र तथा रोचक प्रयोग अधिक संदेहा में लिखने हैं। प्रयोग साधारण हों या असाधारण हों आप सबको लिखिए। यदि आप नए-नए और असाधारण प्रयोग जिन्हें आपके साथी आत्मानी से नहीं सोच सकते, तिन्हें उससे यह मालूम हो सकेगा कि आपमें वस्तुओं को नए ढंग से सोचने की कितनी योग्यता है।
2. प्रत्येक प्रश्न का उत्तर देना अनिवार्य है।
3. तीनों वस्तुओं के बारे में लिखने के लिए आपको 12 मिनट का समय दिया जाएगा। जब आप एक वस्तु के प्रयोग का लिखना खत्म कर दीजिए। बीच में या बाद में यदि कोई अन्य नया प्रयोग पहली वस्तु से सकता बारे में याद आ जाए तो उसे भी लिख दीजिए। उत्तर छोटे-छोटे वाक्यों में लिखिए ताकि आप अधिक से अधिक प्रयोग का संग्रह लिखें।
4. जब आपसे कार्य आरम्भ करने के लिए कहा जाए तो तुरन्त आरम्भ कर दीजिए।

नीचे दिए उदाहरण से आपको समझ में आ जाएगा कि आपको यथा करना है:-

उदाहरण — 'समाचार-पत्र'

- प्रयोग —
- (1) समाचार पढ़ने के लिए
 - (2) धूप से बचने के लिए
 - (3) बच्चों के खेलने की चीजें बनाने के लिए
 - (4) लपेटने के लिए
 - (5) रही कागज जमा करने के लिए
 - (6) गन्दे स्थान को ढकने के लिए; आदि।

समस्यायें :-

1. पत्थर का टुकड़ा

[५]

२. लकड़ी की एक छड़ी

एकता है
असाधारण
लिखेंगे तो

लिख चुके
नो वस्तु के
योग लिख

३. पानी

कार्यः ३

नये सम्बन्ध पता लगाना

निर्देश :-

नीचे कुछ शब्दों के जोड़े दिए गए हैं जो आपस में कई प्रकार में सम्बन्धित हो सकते हैं। आपको यह सोचना है कि जितने प्रकार से आपस में सम्बन्ध रखते हैं। देखने में तो जोड़े के दोनों शब्द अलग-अलग मालूम होते हैं लेकिन यदि जितने देखा जाए तो नए-नए प्रकार के सम्बन्ध समझ में आ सकते हैं। जितने भी सम्बन्ध आप सोच सकें उन्हें दिए हुए स्थान पर जो छोटे वाक्यों में लिख दीजिए। देखना यह है कि आप जितने अधिक और नवीन सम्बन्ध सोचकर लिख सकते हैं।

आपको इस कार्य के लिए 15 मिनट का समय दिया जाएगा। आपको वस्तुओं के सभी जोड़ों के बारे में विचार किया है। अतः जहाँ तक सम्भव हो उत्तर शीघ्रता से दीजिए। हर पाँच मिनट समाप्त होने पर आपको बता दिया जाएगा। आपसे कार्य आरम्भ करने को कहा जाए तो तुरन्त शुरू कर दीजिए।

नीचे दिये उदाहरण से यह स्पष्ट हो जायेगा कि आपको बता करना है:-

उदाहरण : आदमी और जानवर

- उत्तर : (1) आदमी और जानवर दोनों में जीवन होता है।
 (2) दोनों को भौजन-पानी की आवश्यकता है।
 (3) दोनों को रोग हो सकते हैं।
 (4) दोनों को शत्रु का डर रहता है।
 (5) दोनों को सर्दी-गर्मी का अनुभव होता है।
 (6) दोनों अपने रहने की व्यवस्था करते हैं; आदि।

समस्याएः :-

1. पेड़ और मकान

१. कुर्सी और सीढ़ी (नसेनी)

३. हवा और पानी

कार्यः ४

वस्तुओं को मनोरंजक तथा विचित्र बनाना।

निर्देशः—

आपने घोड़े का खिलौना तो देखा ही होगा; अब जानवरों के तीखिलौने होते हैं जिनसे बच्चे बड़ी प्रसन्नता से हैं। साधारणतया ये खिलौने छोटे आकार के होते हैं ताकि वज्जे उनसे आसानी से खेल सकें। आप घोड़े के एक सादे खिलौने छ्यान में रखिये और फिर नीचे आप उन अनोखे तथा मनोरंजक तरीकों को लिखिये जिनके द्वारा आप इस खिलौने के परिवर्तन ला सकें जिनसे बच्चों को इस खिलौने से खेलने में अधिक आनन्द आने लगे। इस बात की परवाह मत कीजिये कि प्रकार के परिवर्तन पर क्या लागत आयेगा। आपको केवल यह सोचना है कि खिलौने को बच्चों के लिये किस तरह अधिक मनोरंजक तथा विचित्र बनाया जा सकता है।

जब आपसे कार्य आरम्भ करने को कहा जाये हो सुरक्षा कार्य आरम्भ कर दीजिये। आपको इस कार्य के लिये से खेल लौने के लिये अधिक समय दिया जायेगा।

SCORING SHEET

TCW

ACTIVITY I

	Fluency	Flexibility	Originality
Item 1.
Item 2.
Item 3.

Total

ACTIVITY II

	Fluency	Flexibility	Originality
Item 1.
Item 2.
Item 3.

Total

ACTIVITY III

	Fluency	Flexibility	Originality
Item 1.
Item 2.
Item 3.

Total

ACTIVITY IV

	Fluency	Flexibility	Originality
Item 1.

SCORE SUMMARY

	Fluency	Flexibility	Originality
Activity I
Activity II
Activity III
Activity IV
Grand Total			

See back page for further instructions regarding originality scoring.

ORIGINALITY SCORING FOR RESPONSES NOT MENTIONED IN THE RESPONSE

For any novel response not mentioned in the response list given in the manual, first of all briefly note in the space provided below giving the number of the activity and the item to which it belongs. Then, after having scored all the test scripts, give it a score according to the scheme given in the manual and note the appropriate column in the Scoring Sheet. In all probability, there will be very few such responses.

Activity	Item	Response

"सामूहिक मानसिक धोरणता परीक्षा" २/७०

इस प्रश्न-पत्र पर न तो कुछ विवरण है और न किसी तरह का उचानना चाहिए।

तभी उत्तरों को उत्तर पत्र पर लिखना होगा।

निर्देश

यह एक साधारण मानसिक धोरणता परीक्षा है इसे आपको 20 मिनट में करना होगा। इसमें पाँच पृष्ठों पर 9। प्रश्न दिये गये हैं। इनमें दिये हुए सभी प्रकार के प्रश्नों को भली-भाँति समझा दिया जायेगा। सभी प्रश्न साधारणतावाद में लिखे हैं, उनमें से केवल सबसे ठीक उत्तर को चुनना है और सही उत्तर की संख्या को उत्तर पत्र पर लिखना है। इस प्रकारप्रत्येक प्रश्न का उत्तर सर्वदा संख्या में ही होगा। अतः लिखावट का काम बहुत कम करना है। प्रत्येक प्रश्न का एक ही ठीक उत्तर है। और प्रत्येक एक ठीक उत्तर का एक अंक है। समय अधिक नहीं है तथा प्रायः यह सम्भव कम ही होता है कि एक व्यक्ति समता परीक्षा को पूर्ण कर सके। अतः आपको श्रीघृतशीघ्र कार्य करना चाहिए तथा अधिक से अधिक प्रश्नों का झुंड उत्तर देना चाहिए। पद्धि कोई प्रश्न आपको अति कठिन प्रतीत हो, तो उसे सोचने में अधिक समय व्यतीत मत कीजिए। उसे छोड़ कर अगले प्रश्न का उत्तर दे सकते हैं।

आरम्भ करने की आज्ञा मिलने पर ही उत्तर लिखना आरम्भ कीजिए
और जितनी श्रीघृता से ही उत्तर दीजिए।

इस प्रश्न-पत्र पर कुछ नहीं लिखना है और न किसी तरह का चिन्ह लगाना है।

अब पन्ना उलटिये त. 7 अ. ता के दिये हुए उदाहरणों को पढ़िये।

अम्यात के लिए उदाहरण

उत्तर, उत्तर-पत्र पर दिये गये हैं अम्यात के कालम को देखियेहूँ

परीक्षा में जिस प्रकार के प्रश्न पूछे गये हैं उनके उदाहरण नीचे दिये गये हैं। इन उदाहरणों के उत्तर भी उत्तर-पत्र पर दिये गये हैं।

आइए अब हम प्रश्नों के उत्तर देने का प्रयत्न

1. 1,2,3,4,5,6, के क्रमानुसार आगे की संख्या लिखो -

₹1₹ 8 ₹2₹ 9 ₹3₹ 6 ₹4₹ 10 ₹5₹ 7 1

2. 5,10,15,20 ... के क्रमानुसार आगे की एक संख्या लिखो -

₹1₹ 7 ₹2₹ 25 ₹3₹ 35 ₹4₹ 30 ₹5₹ 4 2

3. पंखा हमारे लिए लाभदायक इसलिए होता है क्योंकि -

₹1₹ वह महेंगा होता है। ₹2₹ वह हमें हवा प्रदान करता है।

₹3₹ वे घर में पाये जाते हैं। ₹4₹ इसे हर एक आतानी से चला लेता है। 3

4. घूमे हानिकारक जीव होते हैं क्योंकि -

₹1₹ वे प्लेग के किटापु फैलाते हैं। ₹2₹ वे अंधकार में हमें डराते हैं।

₹3₹ वे घर में पाये जाते हैं। ₹4₹ वे देखने में खराब लगते हैं। 4

5. धनी का अर्थ है :-

₹1₹ दयावान ₹2₹ स्वस्थ ₹3₹ विशाल ₹4₹ अमीर

₹5₹ हितेषी 5

6. माता का अर्थ है -

₹1₹ मित्र ₹2₹ शत्रु ₹3₹ सम्बन्ध ₹4₹ भाई ₹5₹ जननी

7. काले का उल्टा है -

₹1₹ अंधकार ₹2₹ दिन ₹3₹ सकेद ₹4₹ रात ₹5₹ उजाला 7

8. जीवन का उल्टा होता है -

₹1₹ अन्त ₹2₹ मृत्यु ₹3₹ निराशा ₹4₹ आनन्द ₹5₹ गिरटी 8

गाय : बछड़ा : बकरी -

१।४ घोड़ा २।४ भेड़ ३।४ पिल्ला ४।४ भेमना ५।४ कुत्ता ९

१०. गेर : गेरनी : राजा -

१।४ बजीर २।४ दाती ३।४ रानी ४।४ महल ५।४ राज्य १०

११. राम महेश के दाहिनी ओर बैठा है और रमेश महेश के बाँयी ओर बैठा है तो बताओ मध्य में कौन बैठा है ?

१।४ राम २।४ रमेश ३।४ महेश ११

१२. यदि कला रमा से लम्बी है, प्रभा सीता से छोटी है और कला प्रभा की अपेक्षा लम्बी है तो बताओ कि सबसे छोटी कौन है ?

१।४ रमा २।४ कला ३।४ प्रभा ४।४ सीता १२

१३. कौनसा एक शब्द अन्य शब्दों से भिन्न है -

१।४ कुत्ता २।४ बिल्ली ३।४ बन्दर ४।४ गाय ५।४ चूहा १३

१४. कौनसा एक शब्द अन्य शब्दों से भिन्न है -

१- रमेश २- खद्दर ३- लठा ४- बजाज ५- मलमल १४

आप कोई भी पृष्ठन पूछ सकते हैं तथा समत्त
शंकाओं का समाधान कर सकते हैं ।

परीक्षा के लिए प्रश्न

एक

सभी उत्तरों को उत्तर-पत्र के पृष्ठ । के कालम में लिखें ।

1. अमीर का अर्थ होता है -

१। १ विशाल २ स्वस्थ ३ धनी ४ पूर्ण ५ प्राचीन

2. हम कपड़े इसलिये पहनते हैं क्योंकि :-

१। १ के देखने में रुन्दर लगते हैं । २ के भारत में बहुत बनते हैं ।

३। ३ के रंगीन होते हैं । ४ के शरीर को सुरक्षित रखते हैं ।

3. राम की मोटाई मोहन से कम है । आकर में कमल राम से पतला है ।
तो बताओ की तबरो पतला कौन है ।

१। १ राम २ मोहन ३ कमल

4. पुष्प का अर्थ है :-

१। १ वृक्ष २ भवरा ३ पूजा ४ धूप ५ धूल

5. हम द्वारा इसलिए पीते हैं क्योंकि :-

१। १ यह स्वादिष्ट होता है । २ यह सफेद होता है ।

३। ३ इसमें चीनी आतानी से मिल जाती है ।

४। ४ यह स्वास्थ्य प्रदान करता है ।

6. ठण्डक का विपरीत होता है :-

१। १ गर्म २ सर्दी ३ बर्फ ४ जल ५ ग्राग

7. वृक्ष हमारे लिए लाभदायक इसलिए होते हैं क्योंकि -

१। १ उनमें पत्तियाँ होती हैं । २ के घने होते हैं ।

३। ३ के टमें लकड़ी प्रदान करते हैं । ४ उन पर चिंडियाँ पोंसले बनाती हैं ।

8. 16, 17, 18, 1920 ... इन संख्याओं के क्रमानुसार आगे की एक संख्या लिखिए ।

१। १ 22 २ २५ ३ १४ ४ २१ ५ २३

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परिश्रमी का अर्थ है :-

- | | | | | | | | | | | | |
|------|--|--|-----|-----------------------|-----|--------|-----|-------|-----|-------|----|
| | १।२० | बदाद्वर | १२० | मेहनती | ३३० | आगस्ती | ४४० | सुखी | ५५० | चतुर | ९ |
| ०. | हवा हमारे लिए लाभदायक है क्योंकि - | | | | | | | | | | |
| | १।२१ | यह वायु मण्डल में रहती है । | १२१ | यह गर्भ दूर करती है । | | | | | | | |
| | १।२२ | ठण्डी हवा आनन्ददायी होती है । | | | | | | | | | |
| | १।२३ | जीवित रहने में सहायता प्रदान करती है । | | | | | | | | | |
| १।२४ | मित्र का विपरीत है । | | | | | | | | | | |
| | १।२५ | भाई | १२५ | सम्बन्धी | ३३५ | शत्रु | ४४५ | अपना | ५५५ | पराया | ११ |
| १।२६ | आँख : देखना : बान : १ | | | | | | | | | | |
| | १।२७ | कहना | १२७ | सूंघना | ३३७ | काटना | ४४७ | सुनना | ५५७ | चलना | १२ |
| १।२८ | पानी हमारे लिए लाभदायक होता है क्योंकि - | | | | | | | | | | |
| | १।२९ | यह छुताई के काम आता है । | | | | | | | | | |
| | १।३० | यह पीने के काम आता है । | | | | | | | | | |
| | १।३१ | यह आसानी से मिल जाता है । | | | | | | | | | |
| | १।३२ | दूध में आसानी से मिल जाता है । | | | | | | | | | |
| १।३३ | 6,7,12,13,18 ... इन संख्याओं के क्रमानुसार आगे की एक संख्या लिखिए । | | | | | | | | | | |
| | १।३४ | १४ | १२४ | १० | ३३४ | १५ | ४४४ | १९ | ५५४ | २५ | १४ |
| १।३५ | निर्वल का अर्थ है - | | | | | | | | | | |
| | १।३६ | बीमार | १२६ | पीड़ित | ३३६ | दुखी | ४४६ | बलवान | ५५६ | कमजोर | १५ |
| १।३७ | रमेश से पहले राकेश पैदा हुआ राकेश से पहले कृष्ण पैदा हुआ तो बताओ कि आयु में सबसे छोटा कौन है । | | | | | | | | | | |
| | १।३८ | रमेश | १२८ | राकेश | ३३८ | कृष्ण | | | | | |
| १।३९ | कौन सा एक शब्द अन्य शब्दों से भिन्न है ? | | | | | | | | | | |
| | १।४० | चिड़ियाँ | १२० | तीता | ३३० | मैना | ४४० | कबूतर | ५५० | खरगोश | १७ |
| १।४१ | कराहने का अर्थ है :- | | | | | | | | | | |
| | १।४२ | अंकुश | १२२ | ऋण | ३३२ | चिलाना | ४४२ | उछलता | ५५२ | कूदना | १८ |

19. १४, १३, १२, ११, १० . . . इन रोंगपांडों के कुमानुसार आगे की एक संख्या लिखिए ।

११ १५ १२ १६ १३ ८ १४ ११ १५ ९

19

20. घोड़ा : हिनहिनाना : कुत्ता : १

११ गाड़ी १२ भौंकना १३ काटना १४ रोटी १५ बिल्ली

20

21. कुर्ती का उल्टा होता है -

११ बैड़ना १२ काम १३ सुत्ती १४ तेजी १५ उदासी

21

22. बच्चों के लिए ऐसे इसलिए आवश्यक हैं क्योंकि -

११ इससे उनका स्वास्थ्य बनता है ।

१२ इसके द्वारा नये मित्र बनते हैं ।

१३ छड़े होने पर खेलने का अवकाश कम मिलता है ।

१४ इससे पढ़ाई में मदद मिलती है ।

22

23. कोन सा एक शब्द अन्य शब्दों से भिन्न है ।

११ संतरा १२ बेला १३ मकान १४ आम १५ गम्फद

23

24. तीन बालाक पंचित में बैठे हुये हैं । राम प्रेम के आगे बैठा है और श्याम प्रेम के पीछे बैठा है तो बताओ कि सबसे पीछे कौन बैठा है ।

११ राम १२ प्रेम १३ श्याम

24

25. हम अंगीठी इसलिए रखते हैं क्योंकि :-

११ वह काली होती है । १२ वह लोड़े की होती है ।

१३ वह देखने में दूर काती है १४ वह गर्मी देती है

25

26. शत्रु का अर्थ होता है :-

११ गरम करने वाला १२ गधि १३ वर्ष १४ नेवला

१५ जलवायु

26

27. अमृत का उल्टा होता है :-

११ कद्दू १२ खट्टो १३ मीठा १४ तीखा १५ विष

27

28. ५, ८, ११, १४, १७ . . . के क्रमानुसार आगे की एक संख्या लिखिए ।
 ११ १८ २१ १६ ३२ २० ४४ २२ ५५ २१ 28
29. आजकल विद्युत नाभदायक इसलिये होती है क्योंकि -
 ११ अफ़ज़ाज़ल वह रोशनी प्रदान करती है ।
 १२ इससे बांधों का निर्माण होता है ।
 १३ यह हर जगह मिलती है ।
 १४ मनुष्यों में विजली के उपयोग की इच्छा होती है । 29
30. कौन सा एक शब्द अन्य शब्दों से भिन्न है ?
 ११ तबला १२ बीन १३ वीणा १४ कैरम बोर्ड १५ तितार । 30
31. आशा से पुष्पा तेज दोइती है, पुष्पा से निर्मला तेज दोइती है तो
 बताओं सबसे तेज कौन दोइती है ?
 ११ आशा १२ पुष्पा १३ निर्मला । 31
32. वृक्ष : हरा :: स्लेट : ?
 ११ लाल १२ पीली १३ काली १४ सफेद १५ नीला । 32
33. शुद्ध का उल्टा है -
 ११ अपवित्र १२ अशुद्ध १३ विशुद्ध १४ पवित्र १५ स्वच्छ । 33
34. साहसी का अर्थ :-
 ११ विजय १२ छिमती १३ लड़ाका १४ कायर १५ बहादुर 34
35. ३२, ३०, २८, २६, २४ . . . के क्रमानुसार आगे की संख्या लिखो ।
 ११ २५ १२ २३ १३ २२ ४४ ३३ ५५ ३५ । 35
36. कौन सा एक शब्द अन्य शब्दों से भिन्न है ?
 ११ काला १२ पीला १३ नीला १४ अंधकार १५ सफेद । 36
37. हम तिनेमा झटनिस जाते हैं क्योंकि -
 ११ वहाँ पर लोगों में मुलाकात होती है ।
 १२ वहाँ पैलों को सद्गुणयोग होता है ।
 १३ उन्हें देखकर पढ़ाई का कार्य सरल हो जाता है ।
 १४ उनसे मनोरंजन प्राप्त होता है । 37

४८. मोहन से राम नाटा है, कृष्ण ? उन नाटा हैं तो सबसे लम्बा कौन है ?

४९। मोहन १२३ कृष्ण ४३४ राम ।

38

५०. आदमी : मुँह :: चिड़िया :

५१। पर १२३ सर ४३४ चोंच ४४५ उड़ना ४५५ खाना ।

39

५२. व्यक्ति का उल्टा है -

५३। बीमारी १२४ निर्बलता ४३५ पीड़ा ४४६ कोमलता ४५६ कङ्गापन ४०

५४. नागरिक का अर्थ होता है -

५५। ग्रामीण १२६ राजधानी निवासी ४३७ पहाड़ी ४४७ पगड़ी
५५८ नगर निवासी ।

41

५६. ४, १३, २२, ३१, ४० ... के क्रमानुसार आगे की संख्या निखिल ।

५७। ४६ १२७ ४८ ३४९ ४९ ४४५ ३० ५५६ ५८

42

५८. कौन सा एक शब्द अन्य शब्दों से भिन्न है ।

५९। मेज १२८ कुर्ता ४३८ चूल्हा ४४७ खाट ५५६ औरत

43

६०. यदि क्रिकेट का खेल हाकी के खेल से मर्हंगा है, हाकी का खेल बेडमिन्टन
के खेल से सत्ता है । अपैर यदि क्रिकेट का खेल बेडमिन्टन से मर्हंगा है तो
बताओं कि सबसे मर्हंगा खेल कौन सा है ।

६१। क्रिकेट १२९ हाकी ४३९ बेडमिन्टन

44

६२. छम्को शराब इसलिए नहीं पीनी चाहिए क्योंकि -

६३। शराब पीना पाप है । १२३ इससे फेफड़े खराब हो जाते हैं ।

६४। व्यक्ति नशे में हो जाता है । ४४४ शराब से दुर्बल भाती है ।

६५. आपा का उल्टा होता है -

६६। सुख १२४ सफलता ४३४ दुख ४४४ भविष्य ५५६ निःशा ।

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47. कुत्ता : बकरी :: पिला :

१।२ मेमना ३२४ बिल्ली ३३५ खरगोश ४४४ चूहा ५५५ कुत्तिया 47

48. प्रधानं का अर्थ है -

१।२ मनुष्य २२४ धनी ३३५ मार्ग ४४४ मुख्य ५५५ उचित 48

49. 1, 3, 5, 7, 9 के क्रमानुसार आगे की संख्या लिखिए ।

१।२ 10 २२४ 11 ३३५ 13 ४४४ 12 ५५५ 8 49

50. कौन सा शब्द अन्य शब्दों से भिन्न है -

१।२ गोमती २२४ गोदावरी ३३५ सरोजनी ४४४ गंगा ५५५ जमुना 50

51. रमा प्रभा की अपेक्षा अधिक बुद्धिमती है । बुद्धि में सीता रमा की अपेक्षा तेज है । बताओ कि सबसे कम बुद्धिमती कौन है ?

१।२ रमा २२४ प्रभा ३३५ सीता 51

52. छिसान खेती इसलिए करते हैं क्योंकि -

१।२ उनके पास ढल होते हैं । २२४ इससे जमीन उपजाऊ होती है ।

३३५ उनके पास बीज होते हैं । ४४४ वे इस कार्य में निपुण होते हैं । 52

53. सत्कार का उल्टा होता है -

१।२ आदर्श २२४ आद्वा भंग ३३५ असत्य ४४४ अनादर ५५५ सम्बाधन 53

54. सिर : टोपी :: पैर : ?

१।२ कमड़े २२४ गरीर ३३५ कीता ४४४ जूता ५५५ पजामा 54

55. नातिका का अर्थ होता है -

१।२ जीभ २२४ नाक ३३५ कान ४४४ आँख ५५५ हाथ 55

56. 2, 4, 6, 8, 10 . . . के क्रमानुसार आगे की संख्या लिखिए ।

१।२ 11 २२४ 9 ३३५ 1 ४४४ 12 ५५५ 14 56

57. कौन रा सक शब्द अन्य शब्दों से भिन्न है -

१।२ कट्ठा २२४ फांदना ३३५ भागना ४४४ चलना ५५५ खड़े होना 57

58. तीन डन्डे एक पंचिंग में खड़े हैं, अदि व ग ने । , और हैं गौर रा बाह्य
ओर है तो बताओं कौन डन्डा छीच में है ।

॥१॥ ग ॥२॥ ब ॥३॥ स

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59. बच्चों को स्कूल इसलिए जाना चाहिये क्योंकि -

॥१॥ वह घर पर रह कर शोर न मधाये ।

॥२॥ वह नये खेल, खेल सके ।

॥३॥ उनका वातावरण बदल जाये ।

॥४॥ वह ठीक ढंग से पढ़ सके ।

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60. गुरुष का उल्टा है -

॥१॥ पुत्र ॥२॥ युवक ॥३॥ स्त्री ॥४॥ युवती ॥५॥ पुरुष

60

61. सन्तरा : फल :: आलू : ।

॥१॥ गोभी ॥२॥ टमाटर ॥३॥ मटर ॥४॥ तरकारी ॥५॥ छिलका

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62. स्वस्य का अर्थ है :-

॥१॥ स्य ॥२॥ रंग ॥३॥ गाकार ॥४॥ सुन्दर ॥५॥ निर्मल

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63. 23, 21, 19, 17, 15, ... इन संख्याओं के क्रमानुसार आगे की एक
संख्या लिखिये ।

॥१॥ 14 ॥२॥ 13 ॥३॥ 22 ॥४॥ 23 ॥५॥ 12

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64. कौनसा शब्द अन्य शब्दों से भिन्न है ।

॥१॥ सागर ॥२॥ झील ॥३॥ तालाब ॥४॥ पर्वत ॥५॥ सरिता

64

65. राम का नाम इयाम से पहले आता है । इयाम का नाम कृष्ण से पहले
आता है । कृष्ण से आगे हरी का नाम आता है तो बताओं की सबसे
पीछे किसका नाम आता है ।

॥१॥ राम ॥२॥ कृष्ण ॥३॥ इयाम ॥४॥ हरी

65

75. गार्वतीर्थ का आर्थ है -

१।१ विस्मय २।२ निराला ३।३ अनुग्रह ४।४ घबराहट ५।५ खपति 75

76. १, ३, ९, २७, ८१ ... इन संख्याओं के क्रमानुसार आगे की संख्या तिको -

१।१ ८२ २।२ १०२ ३।३ २४३ ४।४ १०० ५।५ १५० 76

77. कौनसा एक शब्द अन्य शब्दों से भिन्न है ।

१।१ मीठा २।२ नमकीन ३।३ पीला ४।४ कडवा ५।५ खटा 77

78. मुन्ज का नाम चुन्ज से पहले आता है । पूछ का नाम मुन्ज से पहले आता है । पप्पू से पहले टून्ज का नाम आता है । तो बताओ सबसे पीछे किसका नाम आता है ।

१।१ मुन्ज २।२ पप्पू ३।३ चुन्ज ४।४ टून्ज 78

79. जागृत का उल्टा है -

१।१ स्वप्न २।२ निद्रा ३।३ वैस्या ४।४ कार्य ५।५ पतवार 79

80. लादल : चमक :: बरसात : ?

१।१ पानी २।२ तूफान ३।३ बिजली ४।४ कड़वा ५।५ शोर 80

81. ४५, ४२, ३९, ३६, ३३, ... इन संख्याओं के क्रमानुसार आगे की एक संख्या लिखिये ।

१।१ ३२ २।२ ३१ ३।३ ३४ ४।४ २९ ५।५ ३० 81

82. कौनसा एक शब्द अन्य शब्दों से भिन्न है :-

१।१ चाय २।२ काफी ३।३ टोस्ट ४।४ दूध ५।५ लस्ती 82

83. पांच विद्यार्थियों को तौल करने से पता चला कि ओम हरि से हल्का है सतीश राम से भारी है, परन्तु हरि से हल्का है । श्याम ओम की तुलेष्टि अधिक भारी है परन्तु राम से ज्यध भारी है तो बताओ कि इनसे हल्का कौन है ।

१।१ सतीश २।२ राम ३।३ छरी ४।४ श्याम ५।५ ओम 83

84० साईकिल : पैडल :: नाव : १

१।१ समुद्र २।२ पतवार ३।३ यात्री ४।४ ड्राइवर ५।५ रेत 84

85० १, ३, ६, १०, १५, द्वान तंखगारों के क्रमानुसार आगे की संख्या लिखो -

१।१ २।२ ३।३ ४।४ ५।५ २० 85

86० कौनसा एक शब्द अन्य शब्दों से भिन्न है ।

१।१ मन्दिर २।२ मस्जिद ३।३ गिरजाघर ४।४ गुरुद्वारा ५।५ धर्मगाला 86

87० पीयस की एनसाइक्लोपीडिया आक्सफोर्ड शब्दकोश से लघु है, चेम्बर शब्दकोष भार्गव शब्दकोष से लघु है, नालन्दा शब्दाकेष भार्गव शब्दकोष से वृहत है, आक्सफोर्ड शब्दकोष चेम्बर शब्दकोष के बराबर है तो बताओ सबसे वृहत शब्दकोष कौनसा है ।

१।१ नालन्दा शब्दकोष २।२ आक्सफोर्ड शब्दकोष ३।३ चेम्बर शब्दकोष
४।४ भार्गव शब्दकोष ५।५ पीयस एनसाइक्लोपीडिया 87

88० दीपावली : दीपक :: होली : १

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89० कौनसा शब्द अन्य शब्दों से भिन्न है ।

१।१ भारत २।२ चीन ३।३ जापान ४।४ देहली ५।५ अमेरिका 89

90० झतवार : मार्य :: मंगल : १

१।१ बुद्ध २।२ अण्णल ३।३ महिना ४।४ मई ५।५ फरवरी 90

91० दिन : रात :: काम १ १

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